

GENERAL EDUCATION IN  
TEACHERS COLLEGES

BY

WARREN C. LOVINGER, PH.D.

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# GENERAL EDUCATION IN TEACHERS COLLEGES

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*A Study of Programs of General Education in Four-Year Curricula for Elementary School Teachers—American Association of Teachers Colleges, 1947*

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION  
CHARLES W. HUNT, SECRETARY

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1948

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W. C. L.



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## CHAPTER I

# INTRODUCTION

IN JUNE of 1946 the American Association of Teachers Colleges undertook a long-range program of stimulation and guidance aimed at the improvement of general education in its member-institutions. The logical first step in such a program seemed to be a study which would provide background material on the general education movement and use that material as a basis for studying present attitudes and practices concerning general education in member-institutions. With that purpose in mind the Committee on Standards and Surveys accepted sponsorship of this study at its meeting in November of 1946.

### *A. General Education Defined*

General education is, for purposes of this study, broadly defined as that type of education which is the necessary equipment of all educated persons regardless of their vocations or professions.

### *B. Purpose of the Study*

This study has a dual purpose. First, it aims at the stimulation of interest in and concern with general education. Second, it attempts an accumulation and analysis of data related to programs of general education for prospective elementary school teachers in member-institutions of the American Association of Teachers Colleges, with a view to providing a source of information regarding (1) current practices, (2) preferred practices, (3) administrative judgments on certain matters pertaining to general education, and (4) significant differences among institutions.

### *C. Sources of Data*

The chief source of data used in this study is a questionnaire which was sent to all member-institutions of the American Association of Teachers Colleges. Literature on the subject of general education was not overlooked, however, since a survey of that literature provided the basis for the questionnaire and, in fact, a background for the entire study.

The questionnaire, a copy of which appears in the Appendix, was returned by 127 of the 182 member-institutions representing all geographical sections of the nation. This indicates a 69.8 per cent return, but since the study is concerned with programs for prospective elementary school teachers and since some member-institutions

do not offer such programs, that per cent actually underestimates the representative nature of the data. Though respondents were, for the most part, presidents or deans of the institutions concerned, in many cases the answers represent cooperative thinking on the part of various individuals and in some instances the combined reactions of entire faculties.

#### D. *Treatment of Data*

Background material taken from literature on the subject of general education, in addition to being used as a guide for the study, is presented in digest form in Chapter II.

Data obtained from the questionnaire were tabulated according to three different breakdowns: size, geographical location, and function of the institution concerned.

In regard to size, institutions were classified according to enrollment. Those having enrollments of 500 or fewer were listed as "small," those having enrollments of from 501 to 1000 as "medium," and those having enrollments of 1001 or more as "large." Differences among the size groups were found to be so slight as to make the use of such a breakdown unnecessary in reporting the study.

In regard to geographical location, the institutions were grouped according to the particular section of the nation in which they were located. The geographical grouping is the same as that used in some earlier studies made for the Committee on Standards and Surveys. The grouping follows:

*Eastern:* Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

*Southern:* Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia

*North Central:* Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin

*Western:* Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

In some cases differences among the geographical groups were great enough to demand consideration. In other cases they were too slight to warrant mention. Hence, such a breakdown is used only partially in reporting the study.

In regard to function, the institutions were classified according to whether or not they were reported as being multi-purpose regional colleges. It was found that differences varied from considerable to slight on different types of data, and the breakdown was used only where existing differences made such use advisable.

## CHAPTER II

### THE GENERAL EDUCATION MOVEMENT

THE EXTENSIVE reading involved in laying the groundwork for a study has not been completely utilized until the information thus derived has been so digested as to enable the reader of the report to acquire in a short time the background essential to an understanding of the study. This is particularly true in an area such as general education where the literature is great in amount and often conflicting in viewpoint. The purpose of this chapter, therefore, is the presentation of a digest of literature in the field of general education. An attempt will be made to summarize in an objective manner the many statements and viewpoints expressed.

#### A. *Contemporary Interest*

General education has been a popular topic of discussion in educational circles for many years. In fact, it would probably be difficult to discover the exact time when educators first became interested in the subject. The past two decades, however, have witnessed an ever-increasing emphasis on general education, particularly at the college level. Surveys<sup>1</sup> have been conducted, experiments<sup>2,3</sup> have been carried on, and hundreds of books and articles<sup>4</sup> have been written.

What are the reasons for this obvious concern with the status of general education in institutions of higher learning? Judging by the literature on the subject, there seem to be two major reasons.

First, the expansion of educational opportunity in recent decades has caused enrollments in both high schools and colleges to skyrocket. To begin with, there was the great increase following World War I. Then, before the leveling off process had begun, the depression struck; and young people who would otherwise have been gainfully employed turned to the schools, thus increasing enrollments

<sup>1</sup> Walter C. Eells, *Survey of American Higher Education*, sections G, 18, j and H, 2, d. New York: The Carnegie Foundation for the Advancement of Teaching, 1937.

<sup>2</sup> Kenneth L. Heaton and G. Robert Koopman, *A College Curriculum Based on Functional Needs of Students*. Chicago: The University of Chicago Press, 1936.

<sup>3</sup> Charles E. Prall, *State Programs for the Improvement of Teacher Education*. Washington: American Council on Education, 1946.

<sup>4</sup> Earl J. McGrath, "A Bibliography in General Education," *The Educational Record*, XXI (January, 1940), 96-118.

still farther. The national slogan "education for all" was beginning to advance beyond the stage of lip-service, but the colleges were ill-prepared to cope with the problems which such expansion involved. Since their beginnings colleges had been thought of as institutions whose principal function was to educate the intellectually select members of society. Their curricula had all been set up with this function in mind. Now they were confronted with the problem of providing education for a greatly increased number of individuals, many of whom lacked the intellectual aptitude formerly considered requisite to college attendance and most of whom were not interested in the learned professions, the preparation for which had previously been the chief interest of college students. These problems were serious.<sup>5</sup> Nevertheless, the newcomers were admitted in increasing numbers and were forced into the traditional college curriculum patterns. Needless to say, this did not produce satisfactory results. Standards of the colleges were forced down; failures and drop-outs became numerous; the number of frustrated individuals increased; but still more young people clamored for college educations. With the existence of such a situation it is not surprising that educators became increasingly aware of the need for a type of education which would prove equally beneficial to all. Past experience had already shown that

the difficulty is not simply one of re-working old systems into a palatable form for inferior individuals who have been admitted into the sacred cloisters. It is one of finding new bases of synthesis for wide areas of knowledge that have long ago expanded beyond the possibility of their systematic mastery even by encyclopedic minds.<sup>6</sup>

Second, recognized inadequacies in college graduates had for some time been causing grave concern. Although the afore-mentioned situation was more demanding of immediate attention, another fact was becoming more commonly recognized and was bringing the colleges in for increasing amounts of criticism. This was the fact that college graduates, generally speaking, were not well prepared to meet life's problems. They were good specialists, but they were not good members of society. Their training had been too narrow; their interests were too few. Many of their contemporaries with little formal education had apparently learned more about life than they without ever entering a college. This posed another problem, and again the most logical solution to it seemed

<sup>5</sup> R. Freeman Butts, *The College Charts Its Course*, pp. 265-268. New York: McGraw-Hill Book Company, Inc., 1939.

<sup>6</sup> Schiller Scroggs, "Some Factors in General Education," *The Journal of Higher Education*, X (March, 1939), 152.

to lie in the requirement of sound general education for all college students.

The preceding paragraphs mentioned some of the factors which were instrumental in bringing about the contemporary interest in general education. It is advisable at this point to examine some of the resulting activities.

As is usually true in a movement of this type, the degree of awareness of and concern with the need for general education has varied greatly from one institution to another. As a result each has attacked the problem in its own way. The methods employed have varied from minor curricular changes to the establishment of new colleges such as the General College at the University of Minnesota and numerous junior colleges throughout the nation. The importance of the matter lies not in the methods used but in the fact that most institutions apparently have sought and are still seeking means of increasing their contributions to society by improving their programs of general education.

Certain institutions have in recent years completely revised their curricula<sup>7</sup> for the purpose of improving their offerings in general education. Some institutions, notably Harvard,<sup>8</sup> have gone to great expense in making studies of general education and setting up proposed programs which they hope to adopt gradually. Other colleges which do not at the moment see need for further revision have written up and clarified their programs.<sup>9,10</sup> Still other institutions have pushed on to evaluate their programs.<sup>11,12,13</sup>

Besides independent activities on the part of institutions, there have been some cooperative efforts to improve programs of general education. Some have been on a statewide basis and have included various institutions within given states.<sup>14,15</sup> This seems to have been

<sup>7</sup> "Dartmouth Revises Its Curriculum," *Higher Education*, II (April 1, 1946), 6-7.

<sup>8</sup> Report of the Harvard Committee, *General Education in a Free Society*. Cambridge: Harvard University Press, 1945.

<sup>9</sup> Committee on Plans, *A College Program in Action*. New York: Columbia University Press, 1946.

<sup>10</sup> C. S. Boucher and A. J. Brumbaugh, *The Chicago College Plan*. Chicago: The University of Chicago Press, 1940.

<sup>11</sup> Ruth E. Eckert, *Outcomes of General Education: An Appraisal of the General College Program*. Minneapolis: The University of Minnesota Press, 1943.

<sup>12</sup> C. Robert Pace, *They Went to College*. Minneapolis: The University of Minnesota Press, 1941.

<sup>13</sup> "A Plan of Evaluation for Bennington College," *Journal of Educational Research*, XXXIV (April, 1941), 633-634.

<sup>14</sup> "The General Education of Teachers," A Report of the Teacher Education Conference Held at Western Kentucky State Teachers College, Bowling Green,

done mostly by colleges interested in teacher-education. The American Council on Education has for several years been carrying on a Cooperative Study in General Education. There have also been a few studies, not necessarily cooperative in the same sense as the above mentioned, which were national in scope.<sup>16,17,18</sup>

These activities by a number of institutions tend to indicate the degree of interest which is currently centered on the subject of general education. It is essential, however, to go beyond this point and inspect the basic philosophies and practices represented in the general education movement.

### B. A Broad View of General Education

Although the study in general education of which this section is a part directs its attention primarily to programs for prospective teachers, the universal importance of the subject plus the fact that "general education for prospective teachers is not essentially different from general education for all other college students,"<sup>19</sup> necessitates an initial background consideration of its application to the entire college population. The term "broad view," then, as used in this case, means a consideration of the subject as it applies to people and colleges in general—not as it applies to any specific grouping of people or colleges. As a result, it is necessary throughout this section to disregard teacher educating institutions as such and to think of them only in terms of their relationship with all other members of the great family of colleges in the nation.

#### 1. DEFINITIONS OF GENERAL EDUCATION

The multiplicity of existing definitions for the term "general education" often leads to confusion in the minds of those who would study the subject. The common result is a feeling that there is little direction to the general education movement. Yet, by careful examination of a few typical definitions it is possible to detect a high degree of similarity.

Charters offers the following definition: "General education is

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September 8-12, 1941. *The Kentucky State Board of Education, Educational Bulletin*, IX (February, 1942), 1019-1078.

<sup>16</sup> Prall, *op. cit.*

<sup>17</sup> American Council on Education. *A Design for General Education*. Washington: American Council on Education, 1944.

<sup>18</sup> Frederick J. Kelly, *The American Arts College*. New York: The Macmillan Company, 1925.

<sup>19</sup> Russell M. Cooper, *Better Colleges—Better Teachers*. New York: The Macmillan Company, 1944.

<sup>20</sup> Maurice E. Troyer and C. Robert Pace, *Evaluation in Teacher Education*, p. 95. Washington: American Council on Education, 1944.

concerned with the mastery of those cultural tools which are of most importance for the common man.”<sup>20</sup>

The Harvard Report says: “The term, general education . . . is used to indicate that part of a student’s whole education which looks first of all to his life as a responsible human being and citizen.”<sup>21</sup>

A *Design for General Education* declares that: “General education refers to those phases of nonspecialized and nonvocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society.”<sup>22</sup>

Hutchins feels that: “General education is education for everybody, whether he goes on to the university or not.”<sup>23</sup>

It is to be noted that although the authors represent widely divergent philosophies of education and disagree as to how general education should be provided, their definitions are basically similar. As a matter of fact, it would seem at this point that there is a considerable amount of agreement as to what general education really is. When an attempt is made to become specific concerning curricular matters, however, widespread differences of opinion become apparent. Since authorities tend to agree as to the basic meaning of the term and disagree chiefly as to the most desirable methods of providing the general education which is commonly agreed to be necessary, the logical conclusion is that the general education movement does have direction. It is mainly the routes selected that differ.

Definitions of general education which go beyond the point of generality reflect the educational philosophies of individuals or institutions represented and could, for that reason, be expected to differ. This does not mean that such definitions or statements of purpose are not of value. On the contrary, they are most valuable in clarifying thinking on the subject among those concerned. Such definitions should be studied for the purpose of understanding the philosophies and viewpoints which they present rather than with a view to forcing them all into a uniform pattern. So long as over-all aims, expressed in general definitions, are fairly consistent there need be little worry about the differences in means of attaining them. As Bigelow and MacLean say concerning general education: “The quest for unity does not imply any ideal of uniformity. . . .

<sup>20</sup> W. W. Charters, “Patterns of Courses in General Education,” *The Journal of General Education*, I (October, 1946), 58.

<sup>21</sup> Report of the Harvard Committee, *op. cit.*, p. 51.

<sup>22</sup> American Council on Education, *op. cit.*, p. 7.

<sup>23</sup> R. M. Hutchins, *The Higher Learning in America*, p. 62. New Haven: Yale University Press, 1936.

The ideal democracy would exhibit a rich and vitalizing diversity; while at the same time constituting a perfect total unity.”<sup>24</sup>

## 2. PURPOSES AND OBJECTIVES OF GENERAL EDUCATION

That the over-all purpose of general education is the provision of educational experiences essential to all is commonly accepted. Differences of opinion appear, however, when an attempt is made to list these experiences; because this calls for judgment both as to what all need and as to what needs it is appropriate for a college to undertake to serve. The next logical step is a consideration of curriculum and teaching methods. Here the disagreement becomes still greater. It is not difficult to understand, then, why specific purposes of general education differ considerable from one institution to another, from one department to another in a given institution, and from one individual to another in a given department. The educational philosophy of the institution, department, or individual concerned has a decided effect upon the purposes set forth.

Despite the difficulties involved in developing a statement of purpose which is acceptable to the majority of individuals in a given institution, time used in that way is well spent. Not only does it assist in sharpening the thinking of all who work on the project; but it also provides, when the task is completed, a commonly accepted goal toward which all may strive. The nature of the statement depends upon the institution and individuals concerned with its development. Viewpoints may be expected to vary from that of Hutchins who says:

It [general education] may not in any obvious fashion adjust him [the student] to his environment or fit him for the contemporary scene. It will, however, have a deeper, wider utility: it will cultivate the intellectual virtues.<sup>25</sup>

to that of Benezet who states that the purpose of general education is “the development of the individual and all his powers; and the orientation of that individual toward contemporary society and its needs.”<sup>26</sup>

Closely tied in with purposes and often meaning nearly the same thing are objectives of general education. Recognizing the similarity

<sup>24</sup> Karl W. Bigelow and Malcolm S. MacLean, “Dominant Trends in General Education,” *General Education in the American College*, p. 380. The Thirty-Eighth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1939.

<sup>25</sup> Hutchins, *op. cit.*, p. 62.

<sup>26</sup> Louis T. Benezet, *General Education in the Progressive College*, p. 35. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

of meaning of the two terms it is still safe to say that in a study of general education the objectives given usually tend to be more clear-cut and specific than do statements of purpose. In addition, a list of objectives which has been formally accepted by an institution often forms a good set of criteria for evaluating its general education program.

A number of useful lists of objectives of general education are to be found in literature on the subject. Some have been formulated by given institutions to fit their programs<sup>27,28</sup> while others have resulted from committee action of a broader scope. Perhaps the best known in the latter category is that of the Committee on A Design for General Education,<sup>29</sup> a list which will be used at a later point in this study.

### 3. VARYING VIEWPOINTS ON THE SUBJECT

In dealing with most educational problems it is possible to start from a given need and develop nearly as many varieties of solution as there are individuals concerned. In this respect, general education is no exception. Beginning from the commonly accepted need for general education at the college level educators representing all types of institutions of higher learning have developed a wide variety of approaches to the problem.

#### a. Differences as to approach

As would be expected each educator who deals with the problem of general education at the college level tends to formulate a plan of approach which to him seems to possess greater merit than any other. In making a study of general education it is necessary to devise a means of categorizing these plans. Apparently the most common method of classification is by the following three principal types:<sup>30,31</sup> the mental discipline approach, the basic-fields-of-knowledge approach, and the student-needs approach. Havighurst says in regard to such a classification:

Most of the experimental and innovating educational programs which colleges have developed in the past ten or fifteen years can be described

<sup>27</sup> Eckert, *op. cit.*, pp. 28-45.

<sup>28</sup> V. T. Thayer, "Current Trends in the Development of General Education," *The Educational Record*, XX (July, 1939), 383.

<sup>29</sup> American Council on Education, *op. cit.*, pp. 14-15.

<sup>30</sup> M. E. Bennett, *College and Life*, p. 79. New York: McGraw-Hill Book Company, Inc., 1946.

<sup>31</sup> Malcolm S. MacLean, "General Education and the General College," *The Southern Association Quarterly*, V (May, 1941), 245-247.

in terms of these approaches somewhat as we might describe the composition of several different alloys made of three basic constituents.<sup>32</sup>

(1). *The mental discipline approach.*—In recent decades there has appeared in the United States a group of educators who advocate a return to the classics. It is the belief of this group that a course of study centered on the reading of a hundred or more great books will provide youth with the best possible type of general education. In supporting this theory, Hutchins says:

We have then for general education a course of study consisting of the greatest books of the western world and the arts of reading, writing, thinking, and speaking, together with mathematics, the best exemplar of the process of human reason. . . . All the needs of general education in America seem to be satisfied by this curriculum.<sup>33</sup>

The program also includes the study of Greek, Latin, French, German, mathematics, and laboratory science.

No other institution has adopted so extreme an application of this approach as has St. John's College of Annapolis, Maryland, but others are applying variations of it.

(2). *The basic-fields-of-knowledge approach.*—The college of the University of Chicago stands out as one of the leading examples of an institution which applies the basic-fields-of-knowledge approach. General education there is thought of as the study of biological sciences, physical sciences, social sciences, the humanities, English composition, and, for intensification, certain subject sequences.<sup>34</sup> The assumption in this approach is that the student in order to be well educated must be provided with a core of knowledge from the various broad fields, particularly during his first two years, and that this can not be accomplished through the practice of free election of more specialized courses.

Other institutions advocate similar approaches.<sup>35,36</sup> Most of these other institutions, however, require less rigid compliance with the definite pattern of courses than is practiced at Chicago.

(3). *The student-needs approach.*—With education placing increased emphasis upon attention to individual differences it is not surprising that one of the popular approaches to general education

<sup>32</sup> Robert J. Havighurst, "Development of the Individual in the Light of His Needs, Abilities, and Interests, as the Goal of the Instructional Program," *New Frontiers in Collegiate Instruction*, p. 22., ed. by John Dale Russell. Chicago: The University of Chicago Press, 1941.

<sup>33</sup> Hutchins, *op. cit.*, p. 85.

<sup>34</sup> Boucher and Brumbaugh, *op. cit.*, pp. 264-267.

<sup>35</sup> Report of the Harvard Committee, *op. cit.*, pp. 204-230.

<sup>36</sup> Committee on Plans, *op. cit.*

should be that of attention to individual student-needs. Johnson sums up the reasoning back of this approach in the following statement:

. . . if general education aims to help the individual adjust to life, it is essential to recognize that this adjustment is an individual matter—dependent upon individual abilities, interests and needs.<sup>37</sup>

Some of the colleges which apply this approach have also made surveys<sup>38,39</sup> for the purpose of discovering common needs of students. This has been accomplished through exploration of activities of adults and adolescents, in general. From information thus obtained it is deemed possible to organize curricula beneficial to all. These curricula are then supplemented by care for individual needs and problems.

Institutions adhering to this theory of general education, though not numerous, are increasing. Some examples are Stephens College, General College in Minnesota, and Bennington College in Vermont.<sup>40</sup>

#### b. Differences as to organization

Although there tends to be a rather strong relationship between the approach to general education and the way in which the program is organized, the latter is of sufficient importance to warrant separate consideration. On this question, too, there is a widespread divergence of opinion. Again the preference is seen to reflect the educational philosophy of the individual or institution concerned. The various organizational practices seem to fall into three chief types. These are:

(1). *Departmental*.—Perhaps the most commonly used and certainly the oldest is the departmental type of organization for the general education program. Under this arrangement departments are organized according to subject-matter fields. Each department, then, is expected to make its own contribution to the general education program. Fine says that "among the most commonly approved courses in the general education program are English composition, English literature, history, foreign languages, psychology, physical

<sup>37</sup> B. Lamar Johnson, "General Education Changes the College," *Bulletin of the Association of American Colleges*, XXIV (May, 1938), 234.

<sup>38</sup> Roy Ivan Johnson, *Explorations in General Education*, pp. 29-69. New York: Harper and Brothers, 1947.

<sup>39</sup> MacLean, *op. cit.*, pp. 247-248.

<sup>40</sup> Alvin C. Eurich, "General Education in the American College," *School and Society*, L. (September 30, 1939), 419.

education, and economics."<sup>41</sup> The amount of cooperation and integration among departments varies from one institution to another. Heil says that

attempts to develop integration or survey courses to unify several subject-matter fields have only resulted in "paper" unification in the sense that the content of several subject-matter fields is listed under a single general course.<sup>42</sup>

It is difficult to find literature in defense of the departmental type of organization and relatively easy to find that which is critical. Whether or not this existing condition is of significance is a matter of question. Nevertheless, the departmental type of organization for programs of general education is apparently one of the most commonly used in colleges of the nation.

(2). *Divisional*.—The divisional type of organization lends itself readily to the basic-fields-of-knowledge approach to general education. Under this arrangement a number of subject-matter fields are placed within each division. Hence, the basis for specialization is broadened. As explained by Johnson:

Colleges with reorganized programs of general education are breaking down artificial departmental boundaries. It is not uncommon to find colleges where twenty-five departments have been consolidated into three or four curriculum divisions. Along with divisions, organization has developed the survey course.<sup>43</sup>

It is not difficult to find literature which supports this type of organization, yet there is also a great deal of criticism of it. Indications are, however, that its popularity along with that of the basic-fields-of-knowledge approach is on the increase.

(3). *Functional*.—The basic idea of those who prefer this type of organization is given by Donham:

... great variety of instruction in special fields is not enough. Such instruction neither guarantees nor even offers an opportunity for general education. Things must be tied together and in this unified form the functional relationship of general education to life be made clear.<sup>44</sup>

The functional plan of organization for general education embraces the philosophy that all knowledge is related and that it is,

<sup>41</sup> Benjamin Fine, *Democratic Education*, p. 65. New York: Thomas Y. Crowell Company, 1945.

<sup>42</sup> Louis M. Heil, "A Workshop Proposal for Continuous General Education at the College Level," *The Educational Record*, XXIII (April, 1942), 262.

<sup>43</sup> B. Lamar Johnson, *op. cit.*, p. 233.

<sup>44</sup> Wallace B. Donham, *Education for Responsible Living*, p. 154. Cambridge: Harvard University Press, 1944.

therefore, the duty of general education to cut through the artificial barriers which have been erected by narrow subject-matter areas and give the student a picture of the whole field of human experience rather than that of specialized disciplines which are only facets of the whole. Many educators agree with the idea that

as a rule, the sounder policy requires that basic general courses, particularly if required of all students, be considered not the private affair of certain departments, but a framework within which all the resources of the institution should be brought to bear upon topics of central importance.<sup>45</sup>

Furthermore, a functional organization permits sufficient flexibility to facilitate thorough attention to individual needs. This characteristic links it with the student-needs approach and makes the two almost inseparable.

Although this type of organization is apparently not widely used, there is much literature in defense of it and little in opposition to it. The institutions which have adopted it seem to be proving its worth.

### c. Differences as to length of program

A factor which tends to have a considerable influence upon the over-all characteristics of the general education program is the period of concentration. There seem to be two clear-cut schools of thought on this issue.

(1). *Two-year program*.—Many educators feels that general education is a matter which pertains chiefly to junior college or lower division students. They usually admit that four years of such a program would be beneficial to the student, but they feel that the two years of upper division work must be saved for specialized education. Wilkins, after discussing the pros and cons of a longer period of general education closes thus:

I am forced to the conclusion that the length of the lower division of the college should remain as it now is, two years. But I maintain that the main purpose of the lower half of the college should be identical with the General College: the education of its students for the several fields of social living.<sup>46</sup>

Donham admits the inadequacies of the two-year program but feels that in many cases no more time can be spared. His reasoning on the subject is to the effect that:

<sup>45</sup> Goodwin Watson, Donald P. Cottrell, and Esther M. Lloyd-Jones, *Redirecting Teacher Education*, p. 45. New York: Bureau of Publications, Teachers College, Columbia University, 1938.

<sup>46</sup> Ernest H. Wilkins, *The College and Society*, p. 154. New York: The Century Company, 1932.

If the program of general education is designed to meet the needs of civilization, four years is not too long even for the ablest men. But many men entering special fields are forced to shorten the process. Two years of general education followed in one four-year course by two years of specialized training will inevitably give inadequate time for a thorough job. Two years is all too little for men to attain an effectual general education. Yet it can give a real start toward breadth of viewpoint and sound habits. The specialist needs these to offset the narrowing effect of his later training.<sup>47</sup>

Whether or not the two-year program is advisable is, as will shortly appear, a matter of question. Nevertheless, its popularity can not be denied. As Bennett puts it "the majority of colleges provide for the general orientation in the first two years and for more concentration in succeeding years."<sup>48</sup>

(2). *Four-year program.*—A number of educators prefer a four-year program of general education. Of these, some favor the paralleling of general and special education with no attempt at integrating the two. Others want a combination arrangement in which the interrelationship of general and special education is made clear and in which a high degree of integration of these two types of education is the aim. Consequently, variations in four-year programs of general education are inevitable.

In opposition to the two-year and in favor of the four-year program are those who, with Harvard, "wish to avoid a system in which general education is carefully segregated from special education as though the two had nothing in common."<sup>49</sup> They tend to accept at least the portion of the Harvard Report which states:

We do not propose that these [general education] courses should all be taken at one time, or even in one period of the college career. It would be a mistake to set off a certain period for general education, leaving the remainder for nongeneral education, as though general education ceased at a certain point and had no relevance to subsequent study.<sup>50</sup>

The four-year program is also favored, generally, by advocates of the student-needs theory of general education. They maintain that if the college is interested in the welfare of individual students, then it must tie general and special education together throughout the entire four-year course.

The failure to achieve pyramidal integration between the general and the field subject-matter leads logically to two conclusions: one, that by

<sup>47</sup> Donham, *op. cit.*, p. 157.

<sup>48</sup> Bennett, *op. cit.*, p. 79.

<sup>49</sup> Report of the Harvard Committee, *op. cit.*, p. 195.

<sup>50</sup> *Ibid.*, p. 196.

the end of the sophomore year the student possesses the body of knowledge which constitutes culture, and thenceforth is finished with that phase of his education; and, two, that the cultural subjects are something apart from the field in which the person will spend his major working hours, and he must therefore, in college and throughout life ride two horses with one foot on each.<sup>51</sup>

As has been previously pointed out the two-year program for general education is enjoying far the greater popularity at the moment. Yet, a slight trend toward the four-year plan is becoming apparent, as evidenced by the afore-mentioned Harvard Report,<sup>52</sup> the Colgate Plan,<sup>53</sup> and Dartmouth's revised curriculum.<sup>54</sup>

d. Differences as to the relationship between general and special education

An important problem in general education which is closely connected with that of concentration period is found in the question: How shall general education be related to special education? Although there is some argument over the amount of time to be allotted to each, the real issue is between those who do and those who do not want special and general education treated during the same period of the college career.

(1). *No reference to special education.*—Those who favor the two-year or junior college set-up tend to advocate separation of general and special education. Their feeling is that since general education is that education which should be the common possession of all citizens, care must be taken to avoid giving it the vocational flavor which might result from tying it in with special education of any type. One of the chief arguments is that young people should not be asked to specialize until they have been exposed to a considerable amount of general education.

(2). *Special education used to motivate the learner.*—There are, however, those educators who say that special education should be tied in with general education in such a manner as to motivate the student. They usually add that care must be taken to prevent the narrowing effect which could easily result from overemphasis on specialization. The reasoning back of this point of view is presented by Ellingson and Jarvie when they say:

Many educators look upon general education as providing experiences that give a basis for living a life, and upon vocational education as pro-

<sup>51</sup> Algo D. Henderson, *Vitalizing Liberal Education*, p. 23. New York: Harper and Brothers, 1944.

<sup>52</sup> Report of the Harvard Committee, *op. cit.*, p. 196.

<sup>53</sup> "Colgate's Plan," *Higher Education*, II (September 1, 1945), 8-9.

<sup>54</sup> "Dartmouth Revises Its Curriculum," *op. cit.*, pp. 6-7.

viding experience that gives a basis for earning a living. But earning a living is part of living a life and the latter can not be completely achieved without economic status. Consequently, when such a purpose as living a life is taken for general education, then occupational experiences must become, depending upon the personal and social needs of the individual, an integral part of general education.<sup>55</sup>

and by Cottrell when he says:

Effective general education cannot be conducted out of relation with developing occupational interests and abilities of students. It is not what schools do or fail to do that brings occupational interests, motives, and perplexities to the fore in adolescent years and sometimes earlier; these considerations are imposed by the American culture.<sup>56</sup>

Most educators who favor the use of special education as a motivator in the general education program also favor the four-year program of general education. Often this combination is part of a functional organization which, in turn implies the student-needs approach. This is evidently the sort of arrangement which Robinson had in mind when he made the following statement:

As for general education in colleges and universities, it would seem to me wise if it were taken with a great deal of vocational and professional education, and in the same period of study. I do not favor "finishing" general education at any particular point in the student's program. The purpose of this general education will not be the development of morale, nor the insurance of the unity of our people, but it will be, as always, the development of the individual. The emphasis is upon the student and not upon the subject matter.<sup>57</sup>

#### 4. ADMINISTRATIVE PROBLEMS

As is true of most areas of education, literature on the subject of general education shows a noticeable difference between theory and practice. For example, judging by material in articles and books, the student-needs approach to general education is to be preferred over either of the other two types. Yet, this same literature points out that the student-needs is the least practiced approach. Likewise, most authors criticize the departmental type of organization; but they say, at the same time, that the majority of colleges use this means of organizing the general education program. Why must this

<sup>55</sup> Mark Ellingson and L. L. Jarvie, "Occupational Motivation," *General Education in the American College*, pp. 277-78.

<sup>56</sup> Donald P. Cottrell, "The University and General Education," *The Social Frontier*, V (October, 1938), 18.

<sup>57</sup> Edgar E. Robinson, "General Education in Peace and in War," *The Educational Record*, XXII (October, 1941), 582.

be the case? Why, if authorities feel that they know the most desirable practices, do they not carry them out?

In answering the above questions it must be pointed out that there are often administrative problems which prevent the adoption of different methods, better though they be. For the sake of practicality it must be remembered that such matters as limited financial support, lack of flexible teachers, demands of the service area, pressure from vested interests, the influence of tradition, and others give rise to administrative problems which have a decidedly limiting effect upon the program of an institution. For that reason it is often not possible to make revisions as soon as the need for them becomes apparent. Nevertheless, what Johnson calls the "leavening approach"<sup>58</sup> can be and often is being carried on in spite of these limitations. This method of introducing new practices gradually by letting innovations grow from small beginnings in a limited area to a place in the entire program seems to be an effective means of overcoming administrative problems which could otherwise prevent progress.

### 5. SIMILARITY OF GOALS

After having considered the various and conflicting viewpoints on general education, it is perhaps wise at this juncture to assure retention of balance by stressing again the similarity of goals sought by advocates of the various programs of general education. It must be remembered that all started with a common need and all are attempting to accomplish relatively the same purpose. The confusing diversity which occurs in the means used to attain the ends is not necessarily bad. In fact, strict uniformity in education is not in line with democratic philosophy. It is possible that from this assortment of theories and practices will appear some new methods or new combinations of old methods which will serve more satisfactorily the general education needs of the entire nation.

#### C. General Education for Teachers

Thus far attention has been given to the general education of the college population as a whole. No special attempt has been made to single out any one group. Yet, it was found that there was much discussion concerning the tying of general education in with specialized or professional education. This is an important matter which is worthy of thoughtful consideration; and since the interest of this study centers on teachers, it is to the teaching profession that the remainder of this chapter is devoted.

<sup>58</sup> B. Lamar Johnson, *op. cit.*, p. 280.

### 1. PURPOSES OF GENERAL EDUCATION FOR TEACHERS

Since each teacher is an individual facing personal and social problems similar to those faced by any other individual, the purposes and objectives of general education for the teacher should not properly differ from those applied in the case of any other person, regardless of his vocational or professional pursuit. In fact, if prospective teachers are not provided with at least the quantity and quality of general education given other members of society, they can not be considered properly prepared for the great task which lies before them. No other one group of young people is destined to play so important and influential a part in the shaping of society.

The very fact that they are to become teachers makes it important that they should be helped to attain those ends for which general education is intended. They are, for example, destined to play a major role in the general education of the succeeding generation. They will, as teachers, exercise a peculiarly intensive and extensive influence on young persons while, at the same time, they will be acting as deputies of society.<sup>59</sup>

It appears, then, that teacher educating institutions should recognize a two-fold purpose of general education so far as prospective teachers are concerned. The first purpose, which is common to all institutions of higher learning, should have to do with the development of the individual as a worthy member of society. The second purpose, which is peculiar to institutions for the education of teachers, should have to do with the development of an individual as a worthy deputy of society.

Fundamentally, therefore, a good program of general education for the American teacher will be expected to equip him to improve the professional situation in which he works, to take his place as a citizen of the democracy, to exemplify the personal virtues he advocates, and to contribute to the advancement of the work of his professional guild toward the general social welfare.<sup>60</sup>

### 2. PATTERNS OF GENERAL EDUCATION FOR TEACHERS

What is being done to accomplish the purposes just mentioned? Some idea of this may be provided through examination of the common patterns of general education for teachers as suggested by

<sup>59</sup> Karl W. Bigelow, "General Education and Teacher Education," *General Education in the American College*, pp. 258-259. The Thirty-Eighth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1939.

<sup>60</sup> Donald P. Cottrell, "The General Education of Teachers," *Teachers for Democracy*, p. 234. New York: D. Appleton-Century Company, 1940.

literature on the subject. To be sure, what was found to be true of general education programs in colleges at large tends to be true also in teacher educating institutions. Each institution has its own plan and proceeds in its own way to offer the amount and type of general education which it considers appropriate in the light of all factors concerned. Nevertheless, programs of general education for teachers appear to be commonly categorized according to the period of concentration which they foster.

a. The two-year program

The most popular method of administering general education in teacher educating institutions is, according to the literature, the two-year program, or the junior college pattern. In this arrangement the first two years of college are devoted almost completely to general education. This is followed by a two-year period of specialized education aimed at preparing the student professionally for his duties as a teacher. There appear to be few arguments in favor of this method. As a matter of fact, most authors contend that "the basic task of the undergraduate program is to bring together in working relationship the resources of liberal arts education and professional [i.e. teacher] education."<sup>61</sup> Why, then, is the method so widely used? There are several possible reasons. First, many teachers colleges serve also as junior colleges. That is, they provide the first two years of education for young people who do not intend to become teachers but who plan to transfer to other institutions at the end of the second year. If credits for such students are to be transferable, they must be in general education. Some institutions apparently solve this problem by use of a dual pattern. Second, the system allows an opportunity for screening at the end of the second year without any particular loss of time to those who are not permitted to continue in teacher education. In this manner the less promising students may be culled out before commencing the professional phase of their training. Third, this practice allows students to transfer from junior colleges to teachers colleges at the end of two years without losing any time. Fourth, this pattern complies with the traditional types of approach to and organization of general education.

b. The four-year program

In teacher education as well as in other areas there are those who favor the four-year program of general education. The Commission

<sup>61</sup> E. S. Evenden and R. Freeman Butts, *Columbia University Cooperative Program for the Pre-Service Education of Teachers*, p. 36. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

on Teacher Education in the summary of its own judgments respecting general education makes the following statement:

While elements of general education may well predominate during the first two college years they should neither monopolize nor be limited to this period: some educational experiences related to vocational purposes should be provided as soon as the latter are formed; and the idea that general education may be considered as completed at some particular time should not be encouraged.<sup>62</sup>

The various patterns which were found to exist in the four-year general education programs of colleges in general are apparently also present in teacher educating institutions. Since a consideration of the programs of such institutions is the purpose of this study, however, it is necessary at this point to explore these patterns further.

(1). *Parallel pattern*.—As the name implies, this method involves the paralleling of general and professional education throughout a four-year period. In this arrangement students are taking courses in general education at the same time that they are taking courses in professional education, but there is no organized attempt at correlation. A strong argument for this plan of general education lies in the fact that setting up a program of general education which begins and ends during a given period of the college career tends to cause people to look upon that type of education as something which is related only to a given period.<sup>63</sup> This is neither the aim nor the purpose of general education for any group, much less for teachers. Therefore, say the advocates of the four-year program, the ideal type of general education is that type which not only broadens the interests and understandings of the prospective teachers but also leaves them with a desire to continue such education independently after leaving college. "The qualities that make for good teaching are not something that can be fully attained once and for all. The same needs of teachers are relevant to the determination of both pre-service and in-service programs."<sup>64</sup>

Furthermore, students who think they want to enter the teaching profession should not be frustrated through delay in finding out something about teaching so that they may be making definite plans.

True, no student should be forced to begin to specialize in his freshman year, but why tell the student who enters college with a burning desire to study the things he is most interested in at the moment that

<sup>62</sup> Commission on Teacher Education, *The Improvement of Teacher Education*, p. 83. Washington: American Council on Education, 1946.

<sup>63</sup> Donham, *op. cit.*, p. 159.

<sup>64</sup> Commission on Teacher Education, *op. cit.*, p. 271.

he must first take certain general courses or complete certain general requirements.<sup>65</sup>

This pattern is to be found in some teachers colleges; but, as has already been implied, it is far less popular than the junior college pattern.

(2). *Combination pattern*.—There is another pattern which, although it is seldom practiced, appears to have the backing of some outstanding people in the field of teacher education. This is the plan of dovetailing general and professional education by means of the professional treatment of subject-matter. In other words, this not only calls for the combination of general and professional education in each class taught, but it also goes farther and requires that constant consideration be given to the ways in which prospective teachers will treat this subject-matter when time comes for them to present it to their pupils. The Teacher Education Conference held at Western Kentucky State Teachers College in 1941 expressed this point of view quite clearly in its report. The following quotation is illustrative of the reasoning involved:

The group urged that in giving these general education experiences to the prospective teacher the needs of children in a democratic society who are to be served by these teachers be kept always in mind.<sup>66</sup>

This pattern, besides possessing all the virtues of the parallel pattern, makes for economy of learning and tends to present the prospective teacher with a clear, over-all picture of education and the educative processes. Possibly this point requires some elaboration. Economy of learning results from the elimination of overlapping of subject-matter which is almost certain to occur in any arrangement by which general and professional education are taught either separate from or parallel with each other. Clarity of understanding results from the care with which prospective teachers are shown the oneness of education for their own personal growth and that for their development as professional teachers.

Despite the strong arguments for this pattern of education and the lack of arguments against it, there are, judging by the literature, very few teacher educating institutions which practice it. The reason, perhaps, is the scarcity of college teachers who are both able and willing to use any method of teaching which represents such a marked departure from common practices. If this is true, the answer seems to lie in in-service training. All persons concerned should be

<sup>65</sup> Walter R. Goetsch, "Some Thoughts on General Education," *Educational Administration and Supervision*, XXXII (February, 1946), 69.

<sup>66</sup> "The General Education of Teachers," *op. cit.*, p. 1031.

brought to the realization that "among the responsibilities of a teacher of subject-matter in teachers colleges is that of treating historically the methods of teaching his subject."<sup>67</sup> If this were accomplished, it would probably be less difficult to carry on successfully the combination pattern of general education.

### 3. PROBLEMS IN PROVIDING GENERAL EDUCATION FOR TEACHERS

The fact that this study is devoted to a consideration of problems arising from the provision of general education for teachers and, therefore, refers constantly to this professional group, must not be taken to imply that such problems exist exclusively in teacher education institutions. As a matter of fact, general education should not differ greatly in either quantity or quality from one professional or vocational group to another. Hence, many of the problems which are found in a teacher educating institution will also appear in institutions specializing in other types of curricula. Nevertheless, with the interest centered on the former, other types of institutions will be disregarded in the following discussion.

#### a. Regarding quantity

The problem of amount always arises when general education is discussed. It is an important matter and one which is influenced by several factors which must be taken into consideration.

(1). *Certification laws.*—Laws affecting the certification of teachers are usually well intended, and in many cases they are valuable instruments for the improvement of teacher preparation and education at large. There appears in the literature on general education, however, some critical remarks concerning such laws. It seems that certification laws sometimes miss their mark and prove to be detrimental rather than helpful to the cause for which they were conceived. With the purpose of satisfactory preparation in mind some legislatures apparently pass laws which require of the prospective teacher excessive amounts of work in professional courses and in subject-matter areas in which he is preparing to teach. Often these requirements are so great that the student finds his courses quite fully selected for him or at least his selection is limited to rather narrow subject-matter fields. This makes specialization necessary early in the college career and eliminates the possibility of doing a sufficient amount of work in general education.<sup>68</sup>

<sup>67</sup> Edgar Dunnington Randolph, *The Professional Treatment of Subject-Matter*, p. 47. Baltimore: Warwick and York, Inc., 1924.

<sup>68</sup> Carl G. F. Franzen and Ralph Noyer, "General Education Programs for Teachers," *The Journal of Higher Education*, XV (December, 1944), 490.

The laws in some states allow the granting of certificates to persons who have completed less than four years of college education. In a few states an elementary certificate is issued after only one year of training; in others the completion of a two-year course is required; and in some others a three-year course is necessary. The trend is evidently toward the requirement of a four-year period of preparation for any type of teaching certificate. Nevertheless, some states still allow these shorter periods of preparation. Obviously, any person can be better prepared to teach in four or more years than in one, two, or three. In the latter case the teacher educating institutions can be expected to do little more than give the student some understanding of the subject-matter which he will be expected to teach and hope that he will pick up most of his general education independently. As the Commission on Teacher Education decided, "teachers adequate for our times cannot be prepared in less than four collegiate years."<sup>69</sup>

(2). *Length of preparation period.*—The impossibility of properly preparing teachers in a shorter than four-year period was dealt with in the preceding section. Therefore, problems of general education in four and five-year teacher education curricula will be the subject of discussion in this section.

Before going any further it would be wise to view the model and see how the finished product should appear. Following is a good picture.

Everyone admits that the teacher should be a well-informed, cultured person; that he should have a scholarly mastery of the subject matter he is to teach, and that he should have an understanding of the educative process and a mastery of the necessary teaching skills appropriate to his field of work and to the age of the students taught.<sup>70</sup>

With this picture in mind, what shall be the place of general education in the preparation of a teacher?

(a). Four-year curriculum

Since the four-year curriculum is apparently the most popular for prospective teachers at present, the majority of time will be spent with it.

What per cent of this four-year program should be devoted to the general education of the student? This is a question which has bothered educators for a long while. The authors of the National Survey of the Education of Teachers recommended in 1933 that at least 25 per cent of a prospective teacher's program be devoted to

<sup>69</sup> Commission on Teacher Education, *op. cit.*, p. 118.

<sup>70</sup> Evenden, *op. cit.*, p. 75.

general education.<sup>71</sup> The Commission on Teacher Education, writing more than a decade later raised the amount of time for general education to three-eighths of the college experience of the prospective teacher.<sup>72</sup> It is interesting to note that the latter amount, though independently arrived at,<sup>73</sup> agrees exactly with that recommended by the Harvard Committee.<sup>74</sup> This would imply, then, that the amount of time devoted to general education in a program for the preparation of teachers should be about the same as that in a program for non-teachers in a liberal arts college. Certainly, any teacher educating institution, unless it is bound by such restrictions as faulty certification laws, could include a sufficient amount of professional education in five-eighths of a four year program and thus offer as much general education to its graduates as is apparently considered acceptable for graduates of a liberal arts college.

#### (b). Five-year curriculum

Many educators advocate five years of training for all prospective teachers. The Commission on Teacher Education pointed out that, Five years of collegiate and university experience is certainly not too much if a teacher's general education is to be adequately advanced, if a sufficient grounding in particular subjects is to be attained, if the necessary understanding of child growth and development and of society and the community are to be achieved, and if a suitable amount of direct experience in conjunction with classroom study is to be had.<sup>75</sup>

The advantage of an extra year of preparation for a prospective teacher is not difficult to see, and there does appear to be a trend in that direction, at least for the preparation of high school teachers.<sup>76</sup>

#### b. Regarding quality

The quality of general education which is offered any student body is largely dependent upon the internal conditions of the institution concerned. This is true regardless of its specialty; so, although this discussion centers on teacher education, what is said applies equally to institutions claiming other functions.

<sup>71</sup> E. S. Evenden, *National Survey of the Education of Teachers*. Vol. VI, *Summary and Interpretation*, p. 184. Washington: United States Government Printing Office, 1935.

<sup>72</sup> Commission on Teacher Education, *op. cit.*, p. 83.

<sup>73</sup> Karl W. Bigelow, "How About General Education for Teachers?" *The Journal of General Education*, I (January, 1947), 105.

<sup>74</sup> Harvard Committee, *op. cit.*, p. 196.

<sup>75</sup> Commission on Teacher Education, *op. cit.*, p. 105.

<sup>76</sup> Karl W. Bigelow, *et al.*, "The Special Education in College of Potential High School Teachers," *Teachers College Record*, XLVIII (January, 1947), 239-259.

Many of the factors which tend to limit the quality of general education offered by a given institution to its students are not readily discernible by the outsider. Many of them are buried deeply in the minds and emotions of faculty members as well as in the policies of the institution.

Literature on general education points out that in many colleges there exists an inflexible departmental arrangement which has resulted in jealousies among the various departments. This has tended to develop a type of general education which lacks completely in correlation of subject-matter. Such practice is undesirable. "For general education to really count, the student must gain a perspective and an awareness of the interrelationship among the courses pursued instead of a meaningless smattering."<sup>77</sup>

Another situation which apparently causes disunity and hence unsatisfactory results in the provision of general education is the practice of differentiating between subject-matter specialists and educationists. They are participating in the same major function, that of educating teachers, and should be thought of as members of the same team. Hence, "the situation will never be satisfactorily adjusted until subject-matter specialists and educationalists learn to speak the same language and share the same values."<sup>78</sup>

Methods of promotion within institutions of higher learning must accept some share of responsibility for lack of cooperation. In many colleges, the chief basis for promotion is the amount of work which has been published,<sup>79</sup> not the amount of cooperation which has been shown or the quality of teaching which has been done. This system places a heavy premium on the so-called productive scholar. It causes some instructors to feel that each hour spent with a class takes just that much time away from their research, which is their ultimate source of reward. This tends to prevent cooperation in any attempts at unified general education. In fact, some professors feel badly abused if they are assigned to general education courses. This policy is in need of revision. "Great teachers are needed. In undergraduate work the great teacher should be esteemed above the specialized research professor or the so-called productive scholar."<sup>80</sup>

The preparation of college teachers has a bearing on the prob-

<sup>77</sup> Russell M. Cooper, "The Requisites of General Education," *American Journal of Physics*, XIV (November-December, 1946), 387.

<sup>78</sup> W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis, *The College and Teacher Education*, p. 307. Washington: American Council on Education, 1944.

<sup>79</sup> Logan Wilson, *The Academic Man*, pp. 109-112. New York: Oxford University Press, 1942.

<sup>80</sup> Donham, *op. cit.*, p. 155.

lem being discussed. Unfortunately, most institutions concerned with the preparation of college teachers consider a thorough mastery of subject-matter in a very narrow field the only requisite to college teaching. This encourages a degree of specialization which tends to make the individual extremely ill-at-ease outside his limited field and hence precludes the breadth of understanding and presentation necessary in a successful program of general education. Jones, after discussing this situation, makes the following suggestion:

I believe we must create in selected universities hospitable to the idea a new graduate educational unit to be called the Graduate College, the primary purpose of which shall be not the training of research workers but the education of persons competent to teach intelligently the general work of the liberal college. I refer, of course, not to experts trained in the Research Training Institute and in charge of professional or vocational training programs which the college must retain, but to broadly educated men and women able to administer general education maturely, richly and with a sense of its import. That is they will want to make a career of it and not take it as an extra burden.<sup>81</sup>

One more matter should be considered. This is the fact that college teachers apparently do not often enough take advantage of opportunities offered them in the way of in-service education, including sabbatical years. Through a good in-service training program many teachers could be brought to see the need for improving the general education program within their institutions.<sup>82</sup> Besides this, they could be assisted in developing abilities necessary for teaching in such a program. It seems that here is a field which offers great possibilities for the improvement of general education.<sup>83</sup>

#### 4. APPARENT CONCERN WITH GENERAL EDUCATION FOR TEACHERS

A survey of the vast amount of recent literature on the subject is sufficient proof of the amount of concern with general education for teachers. To be more specific, it is possible to cite cases where concern has become so great that it is being translated into action. In June of 1946 the American Association of Teachers Colleges approved the recommendations of a study group to the effect that a committee be appointed for the purpose of working on the problem of general education in the teachers colleges.<sup>84</sup> Besides this, con-

<sup>81</sup> Howard Mumford Jones, *Education and World Tragedy*, pp. 151-152. Cambridge: Harvard University Press, 1946.

<sup>82</sup> William S. Gray, *The Preparation and In-Service Training of College Teachers*, pp. 203-217. Chicago: The University of Chicago Press, 1938.

<sup>83</sup> Commission on Teacher Education, *op. cit.*, p. 155.

<sup>84</sup> American Association of Teachers Colleges, School for Executives, Chautauqua, New York, June 17-27, 1946, Report of Group E: General Education in the Teachers Colleges (mimeographed).

ferences, workshops, experiments, and other organized educational activities are using "general education for teachers" as a central theme.<sup>85,86,87</sup>

The above mentioned are some of the external indications of widespread concern with general education for teachers. The study reported in the following chapters provides, through a careful survey of institutions concerned, the information essential to a more thorough understanding of the subject.

<sup>85</sup> Prall, *op. cit.*, pp. 81-86.

<sup>86</sup> David M. Trout, *The Education of Teachers*, p. 21. Lansing: The Michigan Cooperative Teacher Education Study, 1943.

<sup>87</sup> "The General Education of Teachers," *op. cit.*, pp. 1019-1078.

## CHAPTER III

### GENERAL EDUCATION FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS

IN THIS chapter the range of concern is narrowed to include only those institutions which are members of the American Association of Teachers Colleges and which are engaged in the preparation of elementary school teachers. The data presented were collected by means of a questionnaire<sup>1</sup> which was sent to all member-institutions.

#### A. *Essential Information Concerning Institutions Studied*

In order that the study be better understood and its significance be fully realized it is necessary that preliminary information be provided concerning certain characteristics of the institutions involved. Such is the purpose to which this section is devoted.

##### 1. NUMBER PARTICIPATING

Of the 182 institutions having membership in the American Association of Teachers Colleges when this study was made, 127 participated.<sup>2</sup> This means that 69.8 per cent of the member-institutions contributed. Since concern is only with four-year curricula for the preparation of elementary school teachers, those institutions which are restricted to the preparation of secondary school teachers or to graduate work were automatically eliminated. Hence, the actual per cent of participation is considerably greater than the figures here presented would indicate.

##### 2. GEOGRAPHICAL DISTRIBUTION

Institutions from all geographical sections of the nation participated. As is shown in Table I from 61.5 per cent to 74 per cent of the member-institutions from each section of the nation contributed data. Only two states which are represented in the American Association of Teachers Colleges are not represented here, and these two are not in the same geographical section, one being in the Southern and the other in the Western.

##### 3. DISTRIBUTION ACCORDING TO SIZE

The participants varied greatly in enrollment, all sizes of institutions being represented. Table II shows the distribution according

<sup>1</sup> A copy of the questionnaire appears in Appendix B.

<sup>2</sup> A list of these institutions appears in Appendix A.

Table I

## GEOGRAPHICAL DISTRIBUTION OF MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES WHICH PARTICIPATED IN THE STUDY

Geographical Section	No. of Institutions Belonging	No. of Institutions Participating	% of Institutions Participating
1	2	3	4
Eastern.....	51	37	72.5
Southern.....	39	24	61.5
North Central .....	73	54	74.0
Western.....	19	12	63.2
Nation.....	182	127	69.8

to size. Each enrollment-category is represented in each geographical section. The medium-sized institutions have a higher per cent of reply in comparison with the number belonging than do either of the other two size-categories. Of the institutions belonging to the American Association of Teachers Colleges when this study was made, 29.1 per cent were "small," 40.1 per cent were "medium," and 30.8 per cent were "large." Hence, the distribution of replies, though not completely representative, is sufficiently so.

## 4. FUNCTION

Since concern is limited to institutions offering four-year curricula for the preparation of elementary school teachers, the preparation

Table II

## DISTRIBUTION ACCORDING TO SIZE OF MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES WHICH PARTICIPATED IN THE STUDY

Geographical Section	Small <sup>a</sup>		Medium <sup>b</sup>		Large <sup>c</sup>		Total	
	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
Eastern.....	12	32.4	21	56.8	4	10.8	37	100.0
Southern .....	3	12.5	11	45.8	10	41.7	24	100.0
North Central .....	8	14.8	24	44.4	22	40.7	54	100.0
Western.....	1	8.3	5	41.7	6	50.0	12	100.0
Nation.....	24	18.9	61	48.0	42	33.1	127	100.0

<sup>a</sup> Institutions having enrollments from 0 to 500.<sup>b</sup> Institutions having enrollments from 501 to 1000.<sup>c</sup> Institutions having enrollments from 1001 on.

of teachers is certain in each case to be one function. Many of the institutions have other functions as well. It is not within the scope of this study to deal with these other functions separately. Instead, the participating institutions were simply asked whether or not they were multipurpose regional colleges. Figure 1 gives a picture of the resulting answers to that question.

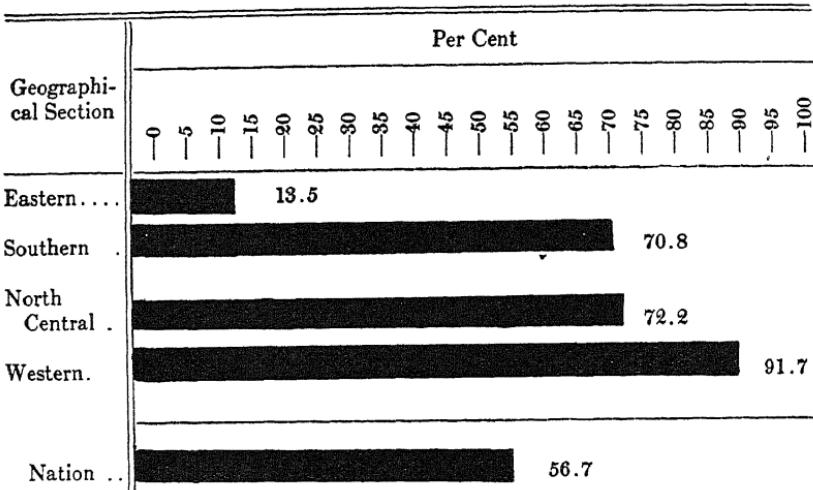


Figure 1.—Per Cent of 127 Member-Institutions of the American Association of Teachers Colleges, 1947, Which Were Reported By Their Administrators As Being Multi-Purpose Regional Colleges.

Except in the Eastern section of the nation a great majority of the member-institutions are now multi-purpose regional colleges. In the Eastern section only a small per cent of the institutions can be so classified. The variation apparently stems from a difference of policy from one state to another. Several of the respondents from institutions in the Eastern section remarked that it was the policy in their states to limit teachers colleges to the single function of preparing teachers. It is evident that this policy is more wide-spread throughout the Eastern states than in other regions.

The responses of administrators of non-multi-purpose institutions when questioned concerning the degree of likelihood of their institutions' becoming multi-purpose regional colleges as a result of demand of the service area would lead to the assumption that there is some pressure being exerted to get these institutions to accept other functions. Table III shows the judgment of these ad-

Table III

JUDGMENTS OF ADMINISTRATORS OF NON-MULTI-PURPOSE MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, CONCERNING THE LIKELIHOOD THAT THEIR INSTITUTIONS WILL BECOME MULTI-PURPOSE REGIONAL COLLEGES AS A RESULT OF DEMANDS OF THE SERVICE AREA

Degree of Likelihood	Geographical Section	No. of Institutions	% of Institutions <sup>a</sup>
1	2	3	4
Great	Eastern	5	18.5
	Southern	1	20.0
Moderate	N. Central	4	28.6
	Western	0	0.0
Slight	Nation	10	21.3
	Eastern	3	11.1
None	Southern	1	20.0
	N. Central	1	7.1
Situation Non-Existent <sup>b</sup>	Western	0	0.0
	Nation	5	10.6
Slight	Eastern	7	25.9
	Southern	2	40.0
None	N. Central	4	28.6
	Western	1	100.0
Situation Non-Existent <sup>b</sup>	Nation	14	29.8
	Eastern	7	25.9
None	Southern	1	20.0
	N. Central	4	28.6
Situation Non-Existent <sup>b</sup>	Western	0	0.0
	Nation	12	25.5
Situation Non-Existent <sup>b</sup>	Eastern	5	18.5
	Southern	0	0.0
None	N. Central	1	7.1
	Western	0	0.0
Situation Non-Existent <sup>b</sup>	Nation	6	12.8

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table: Eastern 27, Southern 5, North Central 14, Western 1, and Nation 47.

<sup>b</sup> "Situation Non-Existent" was included as a choice to be used by those institutions to which the question did not, for some reason, apply.

ministrators on the question. Except in the Western section, where only one institution is represented, the relative uniformity of responses is notable. There is apparently little difference in the urgency of this pressure from one section to another. In the nation at large 21.3 per cent of the administrators concerned listed the degree of likelihood of changing to a multi-purpose regional college for reasons of demands of the service area as "great," 10.6 per cent gave it as "moderate," and 29.8 per cent judged it to be "slight"; while 25.5 per cent chose "none" and 12.8 per cent declared the "situation non-existent."

Statements concerning the nature of the demands of the service area were requested, and, although they varied greatly, they tended to fall within four chief categories. These were:

1. Demand for low cost education beyond high school
2. Demand for liberal arts or general education
3. Demand for pre-professional education
4. Demand for higher education for veterans

Several administrators remarked that the impact of the pressure from these demands was just beginning to be felt and that it would, they thought, become greater.

### 5. TYPES OF CURRICULA OFFERED

#### a. Non-teacher curricula

As would be expected, the types of curricula offered, other than teacher preparing, proved to be dependent to a large degree upon the function of the institution concerned. This being the case, it is not surprising to see in Table IV that the Eastern section, with its small per cent of multi-purpose institutions, reported only one type of non-teacher curriculum. This was the two-year curriculum for non-teachers, and even then less than 25 per cent of the institutions reported it. The other sections of the nation where large proportions of the institutions are multi-purpose in function showed some offering each type of non-teacher curriculum listed except that of three-year duration which proved to be unpopular in the Southern and North Central and was not offered at all in the Western section. Disregarding the separate sections and taking the nation at large it is to be noted that 35.8 per cent of the 120 member-institutions reporting on this section of the study are now offering the two-year non-teacher curriculum; 3.3 per cent are offering the three-year non-teacher curriculum; 38.3 per cent are offering the four-year non-teacher curriculum in the liberal arts; and 10 per cent are offering the one-year non-education graduate curriculum. These figures add

Table IV

NON-TEACHER CURRICULA OFFERED IN MEMBER-INSTITUTIONS OF THE AMERICAN  
ASSOCIATION OF TEACHERS COLLEGES, 1947

Curricula Offered	Geographical Section	Institutions Offering Curricula	
		No.	% <sup>a</sup>
1	2	3	4
2-Year Non-Teacher Curriculum	Eastern	8	24.2
	Southern	7	29.2
	N. Central	22	42.3
	Western	6	54.5
	Nation	43	35.8
3-Year Non-Teacher Curriculum	Eastern	0	0.0
	Southern	1	4.2
	N. Central	3	5.8
	Western	0	0.0
	Nation	4	3.3
4-Year Non-Teacher Curriculum in the Liberal Arts	Eastern	0	0.0
	Southern	15	62.5
	N. Central	24	46.2
	Western	7	63.6
	Nation	46	38.3
1-Year Non-Education Graduate Curriculum	Eastern	0	0.0
	Southern	8	12.5
	N. Central	7	13.5
	Western	2	18.2
	Nation	12	10.0

\* Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table: Eastern 33, Southern 24, North Central 52, Western 11, and Nation 120.

further evidence to the thesis that a large per cent of the member-institutions are actually fulfilling multi-purpose functions.

#### b. Teacher education curricula

In the offering of various types of teacher education curricula no significant differences between multi-purpose and non-multi-purpose institutions were ascertainable. Instead, the differences appeared among sections of the nation. It is likely that these differences tie

in closely with state certification laws, policies of state departments of education, and the like.

Teacher education curricula of less than four-year duration are not offered in any of the institutions in the Eastern section and are offered in a relatively small number of institutions in the Western section. While the Southern has a considerably higher per cent of institutions offering such curricula than has the Western, it has a lower per cent than does the North Central section. Of the three short-term curricula listed, one-year, two-year, and three-year, the two-year is the most frequently offered in all sections where these are found as well as in the nation at large. Table V shows that of the 120 member-institutions reporting on this section of the study 13.3 per cent offer the one-year, 45 per cent offer the two-year, and 20 per cent offer the three-year curriculum in teacher education.

All reporting institutions offer the four-year curriculum for elementary school teachers, but the per cent of institutions offering the four-year curriculum for secondary school teachers varies from 57.6 per cent in the Eastern section to 95.8 per cent in the Southern section. It seems logical to assume that these differences are the result of varying degrees of specialization in teacher education from one section of the nation to another, since the limited nature of this study has eliminated many institutions specializing in other than the preparation of elementary school teachers.

A considerable number of reporting member-institutions are now offering the one-year graduate curriculum in education. Here again the per cents vary from one section of the nation to another, with 9.1 per cent of the institutions in the Eastern and 72.7 per cent of the institutions in the Western section offering such a curriculum. It is perhaps safe to assume that the differences in this case result from variation in the number of available institutions offering graduate instruction in each section of the nation as well as from specialization in teacher education. At any rate, 32.5 per cent of the 120 reporting member-institutions are now offering graduate work in education.

#### c. Other curricula

The respondents were asked to list curricula which their institutions offer other than those given in the questionnaire. Almost one-third of them had such curricula to report. Among the non-multi-purpose institutions these additional curricula all dealt with phases of specialization in teacher education such as special curricula for kindergarten, art, music, physical education, home economics, school library service, and the like. Among the multi-purpose

Table V

TEACHER EDUCATION CURRICULA OFFERED IN MEMBER-INSTITUTIONS OF THE  
AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Curricula Offered	Geographical Section	Institutions Offering Curricula	
		No.	% <sup>a</sup>
1	2	3	4
1-Year Teacher Education Curriculum	Eastern	0	0.0
	Southern	1	4.2
	N. Central	15	28.8
	Western	0	0.0
	Nation	16	18.3
2-Year Teacher Education Curriculum	Eastern	0	0.0
	Southern	11	45.8
	N. Central	40	76.9
	Western	3	27.3
	Nation	54	45.0
3-Year Teacher Education Curriculum	Eastern	0	0.0
	Southern	6	25.0
	N. Central	17	32.7
	Western	1	9.1
	Nation	24	20.0
4-Year Curriculum for Elementary School Teachers	Eastern	83	100.0
	Southern	24	100.0
	N. Central	52	100.0
	Western	11	100.0
	Nation	120	100.0
4-Year Curriculum for Secondary School Teachers	Eastern	19	57.6
	Southern	23	95.8
	N. Central	45	86.5
	Western	8	72.7
	Nation	95	79.2
1-Year Graduate Curriculum in Education	Eastern	3	9.1
	Southern	8	33.3
	N. Central	20	38.5
	Western	8	22.7
	Nation	39	32.5

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table: Eastern 33, Southern 24, North Central 52, Western 11, and Nation 120.

institutions the range was much broader, including all of those mentioned by non-multi-purpose institutions plus engineering, mechanical arts, business administration, agriculture, and others which could be classed under the liberal arts curriculum.

*By way of summary:* Data used in this study directly represent nearly 70 per cent of the member-institutions of the American Association of Teachers Colleges. The institutions represented comprise a fair sampling from the various geographical sections of the nation and from the various sizes of institutions having membership in the Association. Slightly more than one-half of the institutions repre-

Table VI

OTHER CURRICULA OFFERED IN 120 MEMBER-INSTITUTIONS OF THE AMERICAN  
ASSOCIATION OF TEACHERS COLLEGES, 1947

Curricula Offered	Geographical Section	Type of Institution				Total	
		Multi-Purpose		Non-Multi-Purpose			
		No.	% <sup>a</sup>	No.	%	No.	%
1	2	3	4	5	6	7	8
b others	Eastern	2	40.0	17	60.7	19	57.6
	Southern	9	52.9	0	0.0	9	37.5
	N. Central	6	15.8	2	14.3	8	15.4
	Western	2	20.0	0	0.0	2	18.2
	Nation	19	27.1	19	38.0	38	31.7

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table: *multi-purpose*: Eastern 5, Southern 17, North Centrl 38, Western 10, Nation 70; *non-multi-purpose*: Eastern 28, Southern 7, North Central 14, Western 1, Nation 50; *total*: Eastern 33, Southern 24, North Central 52, Western 11, Nation, 120.

<sup>b</sup> Discussed on page 34.

sented have functions other than that of preparing teachers. All of the institutions represented offer the four-year curriculum for elementary school teachers; almost 80 per cent offer the four-year curriculum for secondary school teachers; nearly one-half offer some type of teacher education curriculum of less than four-year duration; and almost one-third offer graduate work in education.

#### B. Programs of General Education

A program of general education is a complex entity. It is not merely a list of required courses nor is it only a plan of procedure set forth by a given individual or group of individuals. It is a

combination of factors resulting from human thought, cooperation, and endeavor. Hence, though the more mechanical aspects of programs of general education can be discovered by obtaining answers to certain relevant questions concerning what is or is not being done in given situations, it is difficult to get from data of this nature a complete and reliable picture of the actual evolving program of general education in any given institution or group of institutions. There are often distant goals which administration and faculty have in mind but which they have not as yet been able to translate into practice. To understand fully the significance of a program of general education within a given institution, therefore, it is necessary to know the type of program toward which that institution is working as well as the type which it already has. For this reason respondents were, in the case of questions in this section of the study, asked to give two answers, one in relation to the "present program" and one in relation to the "program as they wished it might in time become." In each case they were provided with several choices of answer to the particular question asked and were requested to write in one of their own if none of those provided were suitable.

### 1. PURPOSES OF GENERAL EDUCATION

One of the types of information essential to an understanding of any program of general education is the nature of the purposes by which that program is governed. Hence, an attempt was made to get the equivalent of a statement of purposes from each participating institution. The resulting data, as presented in Table VII, indicate that statement A, "General education is intended for the cultivation of the intellectual virtues. It may or may not in any obvious fashion adjust the student to his environment or fit him for the contemporary scene," was chosen as fitting the present programs of only 9.1 per cent of the 121 member-institutions reporting on this section of the study. The differences from one geographical section to another in this case were negligible, with no section having more than 11.4 per cent of its institutions represented. The differences between multi-purpose and non-multi-purpose institutions were also slight. It is interesting, however, to note that no respondent in the nation claimed this statement as the one which would fit the program of his institution as "he hopes it may in time become."

Statement B, "General education should be designed to develop that knowledge and those skills that should be the common possession of educated persons as individuals and as citizens in a free society," was chosen as fitting 65.3 per cent of all the present general education programs of participating institutions. Geographical sec-

JUDGMENTS BY ADMINISTRATORS CONCERNING PURPOSES OF GENERAL EDUCATION IN MEMBER-INSTITUTIONS OF THE AMERICAN  
ASSOCIATION OF TEACHERS COLLEGES, 1947

Table VII

Statements of Purpose		Programs as They Are										Programs as It Is Hoped They May in Time Become										
		Geographical Section		Type of Institution				Type of Institution				Total				Total						
				Multi-Purpose		Non-Multi-Purpose		Multi-Purpose		Non-Multi-Purpose		No.		% No.		No.		% No.				
1	2	No.	% <sup>a</sup>	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%	
A. General Education is intended for the cultivation of the intellectual virtues. It may or may not in any obvious fashion adjust the student to his environment or fit him for the contemporary scene.		Eastern	0	0.0	4	13.3	4	11.4	0	0.0	0	0.0	9	10	11	12	13	15	14			
		Southern	1	7.1	0	0.0	1	4.8	0	0.0	0	0.0	1	4.8	0	0.0	0	0.0	0	0.0		
		N. Central	2	5.8	3	21.4	5	9.6	0	0.0	0	0.0	5	9.6	0	0.0	0	0.0	0	0.0		
		Western	1	8.3	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0		
	Nation	4	6.8	7	13.6	11	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
B. General education should be designed to develop that knowledge and those skills that should be the common possession of educated persons as individuals and as citizens in a free society.		Eastern	3	60.0	16	58.3	19	54.8	1	20.0	7	29.2	8	27.6	8	27.6	8	27.6	8	27.6		
		Southern	12	85.7	5	71.4	17	81.4	4	30.8	4	57.1	8	40.0	5	38.8	4	38.8	5	38.8		
		N. Central	26	68.4	7	50.0	33	63.5	12	38.8	5	58.1	6	40.0	5	38.5	6	38.5	7	38.6		
		Western	9	75.0	1	100.0	10	76.9	3	27.3	0	38.5	0	38.5	0	38.5	0	38.5	17	38.6		
	Nation	50	72.5	29	55.8	79	65.3	20	35.8	16	35.6	86	34.3									
C. General education should be devoted to helping each individual develop all of his personal powers so that he may learn better to satisfy his own needs and share in caring for the needs of contemporary society.		Eastern	1	20.0	7	23.3	8	22.9	3	60.0	16	66.7	19	65.5	19	66.7	19	66.7	19	65.5		
		Southern	1	7.1	2	28.6	3	14.3	8	61.5	3	42.0	11	65.0	3	61.5	3	61.5	3	65.0		
		N. Central	9	23.7	4	28.6	18	25.0	18	68.1	7	53.3	25	56.8	7	68.1	7	68.1	7	56.8		
		Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
	Nation	11	15.9	13	25.0	24	19.8	35	58.3	27	60.0	62	59.0									
D. Others <sup>b</sup>		Eastern	1	20.0	3	10.0	4	11.4	1	20.0	1	4.2	2	6.9	1	4.2	2	6.9	1	6.9		
		Southern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
		N. Central	1	2.6	0	0.0	1	1.9	1	3.2	1	7.7	2	4.5	2	7.7	2	4.5	2	4.5		
		Western	2	16.7	0	0.0	2	15.4	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
	Nation	4	5.8	3	5.8	7	5.8	5	8.3	2	4.4	7	6.7									

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the sections of the questionnaire corresponding to the above Table. "Programs as They Are"—  
multi-purpose: Eastern 5; Southern 5; Northern 14; North Central 38; Western 12, Nation 60; non-multi-purpose: Eastern 7; Northern 7; North Central 14; Western 1, Nation 56; total:  
Eastern 55; Southern 91; Northern 92; North Central 52; Western 13, Nation 131. "Programs as It Is Hoped They May in Time Become"—multi-purpose: Eastern 5; Southern 5; Northern 5; total:  
Eastern 11; Western 11, Nation 60; non-multi-purpose: Eastern 9; Southern 7; Northern 7; North Central 13; Western 7, Nation 45; total: Eastern 29; Southern 13; Western 20; North Central 43; Northern 105.  
<sup>b</sup> Discussed on page 39.

tions ranged from 54.3 per cent in the Eastern to 81.0 per cent in the Southern section. The difference between present programs of multi-purpose institutions, 72.5 per cent of which fit statement B, and non-multi-purpose institutions, 55.8 per cent of which fit statement B, should be noted; because when programs are considered in the light of what "it is hoped they might in time become," very little difference between these two types of institutions exists, their per cents being 33.3 per cent and 35.6 per cent respectively. Another matter worthy of mention is the noticeable loss of popularity of statement B when the preferred program is considered.

Less than 20 per cent of the respondents chose statement C, "General education should be devoted to helping each individual develop all of his personal powers so that he may learn better to satisfy his own needs and share in caring for the needs of contemporary society," as the one which most nearly fit the present programs in their institutions. The greatest difference between geographical sections occurred in this case with no institutions from the Western section being represented as compared with 25 per cent from the North Central section. The difference between multi-purpose and non-multi-purpose institutions was slight, being less than 10 per cent. The remarkable thing about statement C is the great amount of popularity which it gains when preferred programs are considered. This increase is common to all geographical sections. The difference between multi-purpose and non-multi-purpose institutions was too slight to warrant discussion.

Of the statements written in, five favored a combination of statements B and C, three chose to add to statement B, and three offered different statements of purpose, including the following:

General education is intended to develop literacy in all the broad categories of human knowledge, the Fine Arts, Mathematics, Science, Social Sciences and Language Arts. It is further intended to show the relationship of each of these fields to the fullest interpretation of life experience to the end of constantly increasing culture, the individual being cultured to the degree to which he adjusts to and utilizes the patterns of his society.

General education should seek the highest personal development and give such development commensurate social direction.

General education should develop the knowledge, skills, and attitudes which will free men from the bondage of ignorance, fear and superstition and will dispose them toward personally and socially useful lives.

*By way of summary:* Statement A apparently fits the present programs of general education of about 9 per cent of the reporting institutions but it does not fit any of the general education programs

which it is hoped will in time be developed. Statement B most nearly fits the majority of present general education programs, but only about one-third of the reporting institutions would prefer to have a program which would coincide with that statement of purposes. Statement C, though it fits less than one-fifth of the present programs, would fit 59 per cent of the preferred programs. The differences between geographical sections are not, in most cases, great enough to warrant discussion. The multi-purpose and non-multi-purpose institutions differ to some degree so far as present programs are concerned, but they agree almost completely when preferred programs are considered.

## 2. ORGANIZATION OF GENERAL EDUCATION

Organization, though sometimes looked upon as a more mechanical element in an educational program, is always an important factor in the over-all direction of any such program. In this respect general education is no exception. Therefore, this study has attempted to find out as much as possible about the organization of general education in all participating institutions.

The results of this attempt, as presented in Table VIII, show that the majority of present general education programs throughout the nation, 63.1 per cent, are departmentally organized. This prevalence of the departmental type of organization exists in all geographical sections of the nation except the Western, where only 36.4 per cent of the institutions are so organized. The non-multi-purpose institutions show a stronger tendency toward this type in their present programs than do the multi-purpose. When preferred programs were considered, the departmental type was selected by only 4.2 per cent of the reporting institutions.

Over one-fourth of the institutions reporting, 27.9 per cent, have the divisional type of organization at present. In the Western section this type is considerably more prevalent than in any other or in the nation at large. Multi-purpose institutions are organized divisionally in considerably greater proportion than are the non-multi-purpose. So far as the preferred program is concerned, divisional organization showed a small gain in per cent over that for present programs.

Few institutions in the nation, 6.3 per cent, claim the functional type of organization for their present programs. No institution in the Western section has it. The Eastern section has the highest proportion with 10.8 per cent. The non-multi-purpose institutions have more of such organization than do the multi-purpose. The majority of institutions, 58 per cent, however, chose to have their preferred programs functionally organized.

Table VIII  
JUDGMENTS BY ADMINISTRATORS CONCERNING ORGANIZATION OF GENERAL EDUCATION PROGRAMS IN MEMBER-INSTITUTIONS  
OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Types of Organization	Geographical Section	Programs as They Are						Programs as It Is Hoped They May in Time Become					
		Type of Institution		Total		Type of Institution		Multi-Purpose		Non-Multi-Purpose		Total	
		No.	% <sup>a</sup>	No.	%	No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>2</b>	3	4	6	6	7	8	9	10	11	12	13	14
A. Departmentally (i.e., in terms of familiar subject-matter specialties such as English, physics, history, etc.)	Eastern	4	80.0	23	71.0	27	73.0	0	0.0	1	3.6	1	3.0
	Southern	10	62.5	5	71.4	15	65.2	0	0.0	1	16.7	1	4.3
	N. Central	14	63.8	10	71.4	24	60.0	1	2.8	2	13.3	8	5.9
	Western	3	80.0	1	100.0	4	36.4	0	0.0	0	0.0	0	0.0
B. Divisionally (i.e., according to broad fields such as the humanities, the natural sciences, and the social sciences.)	Nation	54.4	39	72.2	70	63.1	1	1.4	4	8.0	5	4.2	
	Eastern	1	20.0	4	12.6	6	13.6	8	60.0	8	28.0	11	38.3
	Southern	6	31.3	14.3	26.1	6	20.4	2	33.3	4	26.7	18	50.4
	N. Central	11	42.3	4	28.6	16	37.6	14	38.0	4	26.7	18	35.3
	Western	6	60.0	0	0.0	6	45.6	2	18.2	0	0.0	2	16.7
C. Functionally (i.e., in terms of needs areas, cutting across departmental or divisional lines.)	Nation	22	38.6	9	16.7	31	27.9	24	34.8	14	28.0	38	31.9
	Eastern	0	0.0	4	18.5	4	10.8	1	20.0	16	67.1	17	51.5
	Southern	1	6.3	1	11.3	2	8.7	12	70.0	3	50.0	15	63.2
	N. Central	1	3.8	0	0.0	1	2.6	20	65.0	8	63.3	23	64.0
	Western	0	0.0	0	0.0	0	0.0	8	72.7	1	100.0	9	75.0
D. Others <sup>b</sup>	Nation	2	3.6	6	0.3	7	6.3	41	50.4	28	56.0	69	63.0
	Eastern	0	0.0	1	3.1	1	2.7	1	20.0	3	10.7	4	12.1
	Southern	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
	N. Central	0	0.0	0	0.0	2	18.2	1	2.8	1	6.7	2	3.9
	Western	2	20.0	0	0.0	0	0.0	1	0.1	0	0.0	1	8.3

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the sections of the questionnaire corresponding to the above Table. "Programs as They Are"—multi-purpose: Eastern 6; Southern 10; North Central 26; Western 10, Nation 97; non-multi-purpose: Eastern 32; Southern 7; North Central 14; Western 1; Nation 64; total: Eastern 37; Southern 23; North Central 40; Western 11; Nation 111. "Programs as It Is Hoped They May in Time Become"—multi-purpose: Eastern 6; Southern 6; Northern 17; North Central 56; Western 11; Nation 68; non-multi-purpose: Eastern 28; Southern 6; North Central 15; Western 15; Nation 50; total: Eastern 38; Southern 1; Nation 50; total: Eastern 1; Nation 119.

<sup>b</sup> Discussed on page 42.

The types of organization written in were all combinations of the three presented. In three cases a combination of the divisional and the functional types was mentioned for both present and preferred programs; two institutions listed a combination of all three types as preferred; another gave as its preference a combination of the departmental and functional; and still another preferred a combination of departmental and divisional types of organization.

*By way of summary:* The majority of general education programs in member-institutions are, at present, organized departmentally but there is an overwhelming desire, at least on the part of administrators, to change to either the divisional or the functional type. Observation shows that many of the institutions which are now organized divisionally want their preferred programs to be functionally organized and that, though a large number of institutions chose to go straight from departmental to functional, a considerable per cent choose to go from departmental to divisional. It is possible that this would mark the divisional type of organization as a step in transition from departmental to functional organization. At any rate, the functional type of organization is preferred by the majority.

### 3. PERIOD OF CONCENTRATION ON GENERAL EDUCATION

Literature on the subject of general education points to a difference of opinion among authorities as to the preferable period of concentration on general education in the undergraduate years. Since this is an important matter in the general education program, data relating to it were gathered. These data, as presented in Table IX, indicate that of the institutions reporting on this section of the study 71.6 per cent now concentrate general education in the first two college years. Only 10.8 per cent reserve professional education wholly for the last two years. The other 60.8 per cent reserve it largely for the last two years. This tendency to concentrate general education in the first two years of college is least prevalent in the Eastern and most prevalent in the North Central section. It is likewise more prevalent among multi-purpose than among non-multi-purpose institutions in all sections except the Southern. When the preferred program was considered, the institutions favoring concentration in the first two years dropped from 71.8 per cent to 45.6 per cent in the nation at large, with the Eastern section still least inclined but with the Southern section now having the largest per cent of institutions in favor. The difference between multi-purpose and non-multi-purpose institutions became less pronounced.

Slightly over one-fourth of the reporting institutions now spread general education throughout all four college years. This practice is

Table IX

JUDGMENTS BY ADMINISTRATORS CONCERNING PERIOD OF CONCENTRATION ON GENERAL EDUCATION PROGRAMS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Time Period	Geographical Section	Programs as They Are						Programs as It Is Hoped They May Be in Time Become					
		Type of Institution			Total			Type of Institution			Total		
		No.	% <sup>a</sup>	Multi-Purpose	No.	%	Non-Multi-Purpose	No.	%	Multi-Purpose	No.	%	Non-Multi-Purpose
1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. Concentrated in the first two college years with professional courses reserved wholly for the last two years.	Eastern Southern N. Central Western	0 1 8 1	0.0 5.0 8.6 10.0	4 1 3 0	12.1 14.3 23.1 0	4 2 6 1	10.6 8.3 12.5 10.0	0 1 1 1	0.0 6.7 3.1 10.0	0 1 1 0	0.0 0.0 0.0 0.0	0 2 2 1	0.0 9.5 4.7 0.1
B. Concentrated in the first two college years with professional courses reserved largely for the last two years.	Nation Eastern Southern N. Central Western	5 100.0 9 27 7	7.5 13 6 7 70.0	8 15.1 71.4 63.8 0	13 18 14 34 70.0	18 47.4 48.3 34 70.0	18 47.4 48.3 34 70.0	2 2 8 16 3	40.0 53.3 50.0 50.0 30.0	4 3 5 5 0	19.0 50.0 45.5 45.5 0.0	6 11 21 21 3	23.1 62.4 48.8 48.8 27.8
C. Spread throughout all four college years, the same being true of professional courses.	Nation Eastern Southern N. Central Western	48 0 7 4 2	71.6 0.0 41.2 11.4 20.0	25 16 1 2 0	47.9 48.5 14.3 16.4 0.0	73 16 8 6 2	60.8 32.1 33.3 12.5 90.0	29 3 6 14 6	46.8 60.0 40.0 43.8 60.0	19 10 2 3 0	30.8 76.2 33.3 27.3 0.0	41 19 8 17 6	40.0 73.1 38.1 39.5 54.6
D. Others <sup>b</sup>	Nation Eastern Southern N. Central Western	18 0 0 1 0	19 0.0 0.0 2.0 0.0	4 0 0 1 0	35.8 0.0 0.0 7.7 0.0	99 0 0 2 0	96.7 0.0 0.0 4.2 0.0	29 0 0 1 0	46.8 0.0 0.0 3.1 0.0	21 1 0 2 1	63.8 4.8 0.0 18.2 100.0	60 1 0 3 1	40.5 3.8 0.0 7.0 9.1
	Nation	1	1.5	1	1.9	2	1.7	1	1.6	4	10.3	5	5.0

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table, "Programs as They Are"—  
 multi-purpose: Eastern 5, Southern 17, North Central 35, Western 10, Nation 67; non-multi-purpose: Eastern 39, Southern 7, North Central 13, Western 0, Nation 63; total:  
 Eastern 38, Southern 24, North Central 48, Western 10, Nation 120. <sup>b</sup> Programs as It Is Hoped They May Be in Time Become—multi-purpose: Eastern 5, Southern 15, North Cen-  
 tral 32, Western 10, Nation 62; non-multi-purpose: Eastern 21, Southern 6, North Central 11, Western 1, Nation 39; total: Eastern 26, Southern 21, North Central 43, Western 11.  
 Nation 101.

<sup>b</sup> Discussed on page 44.

most prevalent in the Eastern section and least so in the North Central section. It is also more frequently found in non-multi-purpose than in multi-purpose institutions.

Nearly one-half of the reporting institutions would prefer to spread general education over all four college years. The majority of institutions in both the Eastern and Western sections have this preference, but this situation does not prevail in the other two geographical sections. There is little difference in preference between multi-purpose and non-multi-purpose institutions.

All respondents who wrote in on this section of the study advocated the spreading of general education over all four college years but stated that major emphasis during the first two years must be on general education and during the last two years must be on professional education.

*By way of summary:* A large majority of the member-institutions now concentrate general education in the first two college years but most of them do not reserve professional education "wholly" for the last two years. The spreading of general education over all four college years is preferred by a few more respondents than is concentration in the first two years. The margin there, however, is very slight; so it is safe to predict that there will continue to be a difference of opinion concerning this question for some time to come.

#### 4. RELATIONSHIP BETWEEN PROFESSIONAL AND GENERAL EDUCATION

In any discussion of general education at the college level the question of its relationship to professional education usually arises. This being the case, no study of general education would be complete without a consideration of that question; so data pertaining to it have been collected and are presented in Table X. Of the institutions reporting on this section of the study 37.7 per cent indicated that their programs of education are conducted without reference to vocational interests of students. This practice is apparently least common in the Eastern and most common in the Southern section of the nation. When it came to a matter of preference, the per cent of institutions was greatly reduced. This was true of all sections of the nation and also of both types of institutions, although a much larger proportion of multi-purpose institutions preferred the practice. This can no doubt be accounted for by the fact that this method of conducting a general education program lends itself more readily to use in situations where people of varying vocational interests are found, as is true in multi-purpose institutions.

The use of vocational interests as a means of motivating the

Table X  
JUDGMENTS BY ADMINISTRATORS CONCERNING RELATIONSHIP OF GENERAL EDUCATION TO PROFESSIONAL EDUCATION IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Relationship	Geographical Section	Programs as They Are						Programs as It Is Hoped They May in Time Become					
		Type of Institution			Type of Institution			Multi-purpose			Non-Multi-purpose		
		No.	% <sup>a</sup>	No.	No.	%	No.	No.	%	No.	No.	%	No.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. Conducted without reference to the vocational interests of students; general education should be concerned with living a life, leaving to vocational (professional) education attention to earning a living.	Eastern Southern N. Central Western	1 11 17 4	20.0 68.8 46.0 40.0	8 2 3 0	25.0 28.6 21.4 0.0	9 4 20 4	24.3 56.5 39.2 36.4	0 4 11 1	0.0 28.6 30.6 10.0	3 14.3 0.0 0.0	13.0 5 0 0	3 14.3 0.0 0.0	10.7 23.8 22.0 9.1
Nation	33	48.5	13	24.1	46	37.7	16	24.6	4	9.3	20	18.5	
B. Conducted with recognition that vocational interests have a bearing on personal needs and civic responsibilities, hence may be used as a means of motivating the learner provided undue narrowness does not result.	Eastern Southern N. Central Western	3 3 14 5	60.0 18.8 37.8 60.0	16 4 9 1	60.0 67.1 64.3 100.0	19 7 23 6	51.4 30.4 45.1 64.6	3 7 17 7	60.0 50.0 47.2 70.0	11 4 8 10.0	47.3 57.1 66.7 100.0	14 11 8 8	50.0 52.4 52.1 72.7
Nation	25	36.8	80	55.6	55	45.1	31	52.3	94	65.8	68	63.7	
C. Professionalized (i.e., presented with regular attention to the ways in which their subject-matter can be used by the student in his own subsequent teaching career.)	Eastern Southern N. Central Western	0 0 10.8 1	0.0 0.0 1 0.0	4 0 1 0	12.5 0.0 7.1 0.0	4 0 5 0	10.8 0.0 9.8 1	0 2 8 1	0 14.3 22.2 10.0	6 1 4 0	26.1 14.3 33.3 0.0	6 3 12 0	91.4 14.3 52.0 0.1
Nation	5	7.4	5	0.8	10	8.9	11	16.9	11	25.6	22	20.4	
D. Others <sup>b</sup>	Eastern Southern N. Central Western	1 2 2 0	20.0 12.6 6.4 0.0	4 1 1 0	12.5 14.3 7.1 0.0	5 3 3 0	13.5 13.0 5.0 0.0	2 1 0 1	40.0 7.1 0.0 10.0	3 1 0 0	18.0 14.3 0.0 0.0	5 2 0 1	17.0 0.5 0.1 0.1
Nation	5	7.4	6	11.1	11	9.0	4	6.2	4	9.3	8	7.4	

<sup>a</sup> Per cents are computed on the basis of institutions reporting on the sections of the questionnaire corresponding to the above Title: "Programs as They Are"—multi-purpose; Eastern, 6; Southern, 16; North Central, 37; Western, 57; Northern, 92; Southern, 7; North Central, 14; Western, 1; Nation, 51; total; Eastern, 51; Southern, 28; North Central, 51; Western, 11; Nation, 182. "Programs as It Is Hoped They May in Time Become"—multi-purpose; Eastern, 5; Southern, 94; North Central, 36; Western, 10; Nation, 63; total; Eastern, 25; Southern, 7; North Central, 12; Western, 1; Nation, 45; total; Eastern, 26; Southern, 21; North Central, 48; Western, 11; Nation, 108.

<sup>b</sup> Discussed on page 46.

learner was reported as the practice of 45.1 per cent of the participating institutions. Little difference from one section of the nation to another was displayed except in the case of the Southern section which had a smaller proportion of institutions following the practice than did the other sections. The practice was more prevalent in non-multi-purpose institutions, since it is more readily applicable there. More than one-half of the institutions reporting chose in their preferred programs to motivate the learner through recognition of his vocational interests. This tendency prevailed in all geographical sections as well as in both types of institutions.

Less than 9 per cent of the institutions reported the practice of professionalizing subject-matter. This practice was not reported by any institution in the Southern section, and only by a small per cent in each of the other sections. There was no notable difference as to type of institution. About one-fifth of the institutions chose this means of conducting general education in their preferred programs. A smaller proportion of institutions preferred it in the Western section than in any other, and it enjoyed less popularity among multi-purpose institutions. The latter, of course, is to be expected since the professionalizing of subject-matter in a group of varied vocational or professional interests would be highly impracticable.

Most of the respondents who wrote in were either not satisfied with the wording used or preferred a combination of B and C. Nothing completely different was suggested.

*By way of summary:* Over one-third of the member-institutions are apparently conducting general education without reference to the vocational interests of students, while 45.1 per cent are using vocational interests to motivate the learner. Multi-purpose institutions adhere more closely to the former and non-multi-purpose institutions to the latter. Few institutions professionalize general education. The majority of institutions prefer the practice of motivating the learner through recognition of his vocational interests. This is true in both types of institution. The professionalizing of subject-matter is much more popular in preferred programs than it is in practice.

### C. Required Work in General Education

Although statements of purposes, lists of objectives, methods of organizing, and the like are all very important in studying programs of general education, there is one aspect of the program which is perhaps fundamentally more important than any other. This is the providing of courses which contribute to the general education of the student. The original intention was to include, in the study, analyses of the four following types of courses for prospective ele-

mentary school teachers: (a) those required of all such students and being primarily for general education purposes; (b) those required of all such students and being primarily for other ends but contributing to general education; (c) those selected electives, groups of courses from which specified amounts of work must be taken, chosen by at least 50 per cent of such students and contributing to general education purposes; and (d) those free electives chosen by at least 50 per cent of such students, and contributing to general education purposes. The response of participating institutions, though it was excellent in regard to the first category, was so slight on the other three as to make the planned analyses impossible. Hence, this section of the study is limited to a consideration of courses primarily for general education purposes which are required of all students enrolled in the four-year teacher education curriculum for elementary school teachers. It must also be mentioned at this point that titles of courses varied greatly from one institution to another but that, with the use of course descriptions given in catalogs from the institutions concerned, they were sorted into the categories into which they seemed most nearly to fit.

### 1. AMOUNT OF WORK

Data presented in Table XI indicate that the average amount of work required by member-institutions for purposes of general education in the four-year curriculum for the preparation of elementary school teachers is, for the nation at large, 48.2 semester hours. This

Table XI

AMOUNT OF WORK REQUIRED FOR GENERAL EDUCATION PURPOSES IN THE FOUR-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Geographical Section	Average No. of Semester Hours*		
	Types of Institutions		All Reporting Institutions
	Multi-Purpose	Non-Multi-Purpose	
1	2	3	4
Eastern.....	57.2	63.9	62.9
Southern.....	40.5	56.0	45.7
N. Central.....	41.5	42.6	41.8
Western.....	36.8	50.0	37.9
Nation.....	41.7	56.5	48.2

\* Quarter hours may be computed by multiplying semester hours by 3/2.

means that the recommendation of the Commission on Teacher Education, which corresponds with that of the Harvard Report, to the effect that three-eighths of the college program be devoted to general education is being more than met. This becomes particularly evident when consideration is given to the fact that several electives in the case of each student are likely to be chosen in the area of general education.

The tendency to require work in general education is much stronger in the Eastern section than in any other. This is, no doubt, partially accounted for by the fact that a large proportion of institutions in that section are non-multi-purpose in function and, as Table XI shows, such institutions tend to require more work in general education. It is to be noted, however, that even the multi-purpose institutions of the Eastern section require considerably more than do those in other sections.

The difference between multi-purpose and non-multi-purpose institutions is particularly pronounced in the Southern section. It is not great in the Eastern and is hardly noticeable in the North Central section. Although the Table indicates a considerable difference according to types of institutions in the Western section, the fact that only one institution is represented in the non-multi-purpose group there makes comparison impractical. Nevertheless, averages for the nation show that the non-multi-purpose institutions require 56.5 semester hours of work in general education as compared with 41.7 semester hours in multi-purpose institutions. Perhaps the reason for this lies in the fact that those institutions which have the single function of preparing teachers do not have to divide so sharply between general and professional education and find it wise, therefore, to require more courses in general education but to professionalize them to some degree.

*By way of summary:* The average number of semester hours of work in general education required of prospective elementary school teachers is such as to amount to more than three-eighths of the college program. The Eastern section requires the most and the Western section the least. Non-multi-purpose institutions, in all cases, require more work in general education than do multi-purpose institutions, though the difference is slight in the North Central section.

## 2. TYPES OF COURSES

Table XII lists courses, primarily for general education purposes, in the order of frequency with which they are required of prospective elementary school teachers throughout the nation.

English Composition, with a nation-wide per cent of 97.6, is the

course most frequently required. It was listed by 100 per cent of the reporting institutions in all but the North Central section where it was, however, required in 94.3 per cent of the cases. Second in order of frequency is speech. Of all the institutions reporting, 93.5 per cent require it. The differences from one geographical section to another are marked. In the Western section it is required by only

Table XII

COURSES MOST FREQUENTLY REQUIRED FOR GENERAL EDUCATION PURPOSES IN THE FOUR-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Name of Course	Number and Per Cent of Institutions Requiring Each Course									
	Eastern		Southern		N. Central		Western		Nation	
	No.	% <sup>a</sup>	No.	%	No.	%	No.	%	No.	%
	2	3	4	5	6	7	8	9	10	11
1										
English Composition	36	100.0	23	100.0	50	94.3	12	100.0	121	97.6
Speech.....	35	97.2	21	91.3	51	96.2	9	75.0	116	93.5
Biological Science....	30	88.3	19	82.6	44	83.0	10	88.3	103	83.1
Literature.....	34	94.4	14	60.9	37	69.8	7	58.3	92	74.2
Survey of Social Studies .....	35	97.2	9	39.1	34	64.2	8	66.7	86	69.4
Art.....	34	94.4	14	60.9	29	54.7	8	66.7	85	68.5
American History & Govt.....	25	69.4	15	65.2	36	67.9	6	50.0	82	66.1
Geography.....	36	100.0	12	52.2	25	47.2	8	66.7	81	65.3
Music.....	34	94.4	16	69.6	22	41.5	6	50.0	78	62.9
Physical Science .....	25	69.4	16	69.6	29	54.7	8	66.7	78	62.9
Physical Education .....	19	52.8	15	52.2	32	60.4	6	50.0	72	58.1
Mathematics.....	17	47.2	12	52.2	19	35.8	3	25.0	51	41.1
Health.....	7	19.4	9	39.1	24	45.3	10	83.3	50	40.3
Sociology.....	17	47.2	12	52.2	17	32.1	3	25.0	49	39.5
General Psychology...	11	30.6	3	13.0	20	37.7	8	66.7	42	33.9

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the section of the questionnaire corresponding to the above Table: Eastern 36, Southern 23, North Central 53, Western 12, and the Nation 124.

75 per cent of the institutions as compared with 97.2 per cent in the Eastern section. In making such comparisons it must be noted that the tendency to require courses in general education varies, being most prevalent in the Eastern section. The striking fact about biological science, as observed from Table XII, is the lack of variation in per cent of institutions requiring it from one geographical

section to another. In each case it is required by about 83 per cent of the institutions reporting. The prominent place on the list plus the high degree of consistency with which it is required would lead to the assumption that biological science, along with English Composition and, possibly, speech, is considered very essential to general education. It is interesting to speculate as to whether or not there are professional considerations here and whether or not these courses would be given places of such importance in the general education of students preparing for some other vocation or profession. Except in the Eastern section, where the per cent is much higher, the tendency is to require literature, in many cases both American and English, in from 60 to 70 per cent of the institutions. This does not imply, of course, that the remaining institutions neglect courses in this area. The possibility of electives must not be overlooked. Survey of social studies is the title used to include such courses as history of civilization, introduction to social studies, world backgrounds of civilization, and the like. The variation from one section to another in this case is marked. It is very popular in the Eastern and rather unpopular in the Southern section. Art, though required by more than one-half of the institutions reporting from each section, is far more frequently required in the Eastern section than in any other. American history and government were placed together, even though several institutions listed them as separate courses. The course is required in about two-thirds of the reporting institutions in all except the Western section where only 50 per cent require it. A notable fact about geography is that every reporting institution in the Eastern section requires it while less than two-thirds do for the nation. Music varies greatly so far as the number of institutions requiring it is concerned. It is least often required in the North Central and most frequently required in the Eastern section. Physical science, though required by the same number of institutions throughout the nation as is music, has less variation in popularity from one section to another. One-half or more of the reporting institutions in each section require physical education. Yet, the highest per cent, which happens to represent the Southern section, is only 65.2. Mathematics, health, sociology, and general psychology are all courses which are required by less than 50 per cent of the reporting institutions in the nation. Yet, health is required by 83.3 per cent of the institutions in the Western section. General psychology is the least often required, but it is very possible that this course in many institutions is included with the course in educational psychology which would, therefore, place it under the heading of professional rather than general education.

*By way of summary:* The fifteen courses mentioned in the foregoing discussion, although they were found to differ from one geographical section to another in the order of frequency with which they are required, are the fifteen most frequently required courses in the general education programs of reporting institutions from all geographical sections of the nation. Although a number of other courses were mentioned they were not in sufficient number to warrant consideration in such a study. The first eleven courses listed are required by well over one-half of all the reporting institutions and, but for three exceptions, they are all required by at least one-half of all the reporting institutions in each geographical section. From these facts it seems logical to assume that the various member-institutions of the American Association of Teachers Colleges are in fairly close agreement in regard to which courses should be required for general education purposes.

### 3. PRESENTATION OF COURSES

Table XIII shows that ten of the fifteen courses listed are presented by single instructors in more than 90 per cent of the institutions reporting. Of the five remaining courses physical education is the one most frequently presented by some other method, but even in that case 83.3 per cent of the reporting institutions use the single instructor method. The use of a "single instructor assisted by resource people" is found in a sprinkling of institutions for all courses except geography. The one in which it is most often used is health, but here only 10 per cent of the institutions reported it. There is also a sprinkling of institutions which reported the use of "two or more instructors who ordinarily 'take the class' at separate times" in all courses except music. The course in which this method is most frequently used is physical education, with 9.7 per cent of the institutions reporting it. Very few institutions use "two or more instructors who ordinarily meet the class together" for any course. The use of this method was reported in one case each for literature, physical science, and general psychology and in four cases for biological science.

*By way of summary:* All of the courses most often required for purposes of general education in member-institutions of the American Association of Teachers Colleges are, to a very large degree, presented by single instructors. In some cases the single instructor is assisted by resource people. This happens most frequently in the case of health, where such specialists as doctors, nurses, and technicians are available to contribute. The use of more than one instructor working separately is found to exist to a minor degree. It is

Table XIII

METHODS OF PRESENTATION OF COURSES REQUIRED FOR GENERAL EDUCATION PURPOSES IN THE FOUR-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Name of Course	Number and Per Cent of Institutions Using Each Method							
	A <sup>b</sup>		B <sup>c</sup>		C <sup>d</sup>		D <sup>e</sup>	
	No.	% <sup>a</sup>	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
English Composition .....	107	88.4	8	6.6	6	5.0	0	0.0
Speech.....	105	90.5	5	4.3	6	5.2	0	0.0
Biological Science.....	89	86.4	6	5.8	4	3.9	4	3.9
Literature.....	86	93.5	1	1.1	4	4.3	1	1.1
Survey of Social Studies.....	78	90.7	3	3.5	5	5.8	0	0.0
Art.....	81	95.3	1	1.2	3	3.5	0	0.0
American History & Govt.....	78	95.1	2	2.4	2	2.4	0	0.0
Geography.....	80	98.8	0	0.0	1	1.2	0	0.0
Music.....	76	97.4	2	2.6	0	0.0	0	0.0
Physical Science.....	69	88.5	2	2.6	6	7.7	1	1.3
Physical Education.....	60	83.3	5	6.9	7	9.7	0	0.0
Mathematics.....	48	94.1	1	2.0	2	3.9	0	0.0
Health.....	42	84.0	5	10.0	3	6.0	0	0.0
Sociology.....	47	95.9	1	2.0	1	2.0	0	0.0
General Psychology.....	38	90.5	2	4.8	1	2.4	1	2.4

<sup>a</sup> Per cents are computed on the basis of the number of institutions requiring each course as given in column 10 of Table XII on page 49.

<sup>b</sup> By a single instructor.

<sup>c</sup> By a single instructor assisted by resource people.

<sup>d</sup> By two or more instructors who ordinarily "take the class" at separate times.

<sup>e</sup> By two or more instructors who ordinarily meet the class together.

most often used in physical education where different experts are needed for different skills. The use of two or more instructors working together is very seldom found.

#### 4. CREDIT-VALUE OF COURSES

The credit-value attached to courses required for purposes of general education is indicated in Table XIV which shows, in a self-explanatory manner, the most common assessments of credit-value to each of the fifteen previously discussed courses in the institutions reporting on this section of the study.

*D. Contemporary Institutional Activities Related to  
General Education*

A list of actual activities of an institution in a given area is sometimes thought of as providing a fair barometer for the measurement

Table XIV

CREDIT-VALUE OF COURSES MOST FREQUENTLY REQUIRED FOR GENERAL EDUCATION PURPOSES IN THE FOUR-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Name of Course	Credit-Value									
	Eastern		Southern		N. Central		Western		Nation	
	S. Hrs. <sup>a</sup>	Q. Hrs. <sup>b</sup>	S. Hrs.	Q. Hrs.	S. Hrs.	Q. Hrs.	S. Hrs.	Q. Hrs.	S. Hrs.	Q. Hrs.
1	2	3	4	5	6	7	8	9	10	11
English Composition	6	9	6	9	4-6	6-9	6	9	6	9
Speech.....	3-6	4½-9	3	4½	2-4	3-6	2-3	3-4½	2-4	3-6
Biological Science..	6	9	6	9	4-6	6-9	4-6	6-9	4-6	6-9
Literature .....	6	9	4-6	6-9	4-6	6-9	3-6	4½-9	4-6	6-9
Survey of Social Studies.....	6	9	6	9	6	9	3-6	4½-9	6	9
Art.....	2-4	3-6	3-4	4½-6	2	3	2-3	3-4½	2-4	3-6
American History & Govt.....	6	9	6	9	4-6	6-9	2-6	3-9	4-6	6-9
Geography.....	3	4½	3-6	4½-9	3	4½	3-6	4½-9	3	4½
Music .....	2-4	3-6	2-4	3-6	2	3	2-3	3-4½	2-4	3-6
Physical Science....	6	9	4-6	6-9	3-6	4½-9	3-4	4½-6	3-6	4½-9
Physical Education..	2-6	3-6	2-4	3-6	2-4	3-6	2	3	2-4	3-6
Mathematics .....	3	4½	3-4	4½-6	3	4½	2-4	3-6	3-4	4½-6
Health.....	2-4	3-6	2	3	2-4	3-6	2	3	2-4	3-6
Sociology .....	3	4½	2-4	3-6	3	4½	3	4½	3	4½
General Psychology.	3	4½	3	4½	3	4½	3	4½	3	4½

<sup>a</sup> S. Hrs.=Semester Hours.

<sup>b</sup> Q. Hrs.=Quarter Hours.

of interest on the part of the particular institution in that given area. If this is the case, the data found in Table XV should be useful in judging contemporary interest of participating institutions in general education. Since no significant differences between multi-purpose and non-multi-purpose institutions were found to exist concerning these activities the data are broken down only according to geographical section.

## 1. STATEMENTS OF OBJECTIVES

More than one-half of all reporting institutions have formulated statements of objectives of general education. This seems to be fairly

Table XV

## CONTEMPORARY INSTITUTIONAL ACTIVITIES RELATING TO GENERAL EDUCATION IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Activities	Geographical Section	No. of Institutions Reporting	No. of Institutions Claiming Activity	% of Institutions Claiming Activity <sup>a</sup>
1	2	3	4	5
A. The formulation of a statement of objectives of general education	Eastern	35	20	57.1
	Southern	24	12	50.0
	N. Central	54	38	70.4
	Western	11	8	72.7
	Nation	124	78	62.9
B. A specific organized attempt at improvement of the general education program for prospective elementary school teachers	Eastern	32	22	68.8
	Southern	23	20	87.0
	N. Central	49	41	83.7
	Western	12	12	100.0
	Nation	116	95	81.9
C. A current experimental program in general education	Eastern	34	3	8.8
	Southern	24	1	4.2
	N. Central	52	3	5.8
	Western	12	2	16.7
	Nation	122	9	7.4
D. Cooperation with one or more other institutions in a project aimed at the improvement of general education programs	Eastern	36	16	44.4
	Southern	23	15	65.2
	N. Central	50	19	38.0
	Western	12	4	33.3
	Nation	121	54	44.6

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on the sections of the questionnaire corresponding to the above Table and are arrived at by dividing numbers in column 4 by numbers in column 3.

true of the various geographical sections. More of such activity was reported in the North Central and Western sections, however, than in the other two.

## 2. ATTEMPTS AT IMPROVEMENT

A great majority, in fact 81.9 per cent of all reporting institutions, claimed to have made recent specific organized attempts to improve general education programs in the regular four-year curriculum for prospective elementary school teachers. This condition apparently exists generally throughout the nation, but the Eastern section has had less of such activity than has any other, while 100 per cent of the reporting institutions in the Western section claim it.

It seems noteworthy in comparing the two activities just discussed that many institutions which have made specific organized attempts to improve programs of general education have not formulated statements of objectives of general education. This is true in each geographical section as well as in the nation.

## 3. EXPERIMENTATION

Experimentation in general education is being greatly neglected in all geographical sections of the nation. Only 7.4 per cent of all reporting institutions have experimental programs in general education for any group of students, prospective teachers or otherwise.

## 4. COOPERATION AMONG INSTITUTIONS

Of all institutions reporting on this section of the study, 44.6 per cent have cooperated with other institutions in projects aimed at improving general education programs. The Southern section leads in this activity, although at least one-third of the institutions in each other geographical section claimed such participation.

*By way of summary:* A considerable amount of interest in general education is evidenced by the fact that a very large majority of the reporting institutions have made attempts to improve their general education programs. Many of these same institutions have not as yet formulated statements of objectives for their programs of general education. Member-institutions are doing very little experimenting in the area of general education, but they are seeking the improvement of general education through cooperative activity.

## E. Judgments by Administrators

Certain of the more intangible aspects of general education programs are not quantitatively measurable. Consequently, data concerning them must result from judgments made by individuals, and the problem becomes that of finding the most competent individual for making judgments concerning each program. Since administrators are, generally speaking, in a favorable position for seeing and understanding the general education programs of their respective

institutions, their judgments have been relied upon for the data appearing in this section of the study.

### 1. CONCERNING THE INFLUENCE ON GENERAL EDUCATION OF CERTAIN CONDITIONING FACTORS

In reporting on the section of the study here presented administrators were asked to indicate in each case the degree to which their programs of general education are influenced by various factors. They were asked to write in any factors which they felt had been overlooked. The results showed little difference as to geographical section or as to type of institution. Hence, the Tables present nation-wide data with no further break-down.

#### a. In relation to staff

Table XVI indicates that the two factors which do most to deter staff members from constructive work in general education, according to judgments of administrators, are "preoccupation with specialty and with students majoring in the given field" and "inability or lack of readiness to teach a broader than 'departmental' course." The two are assigned about the same importance by reporting administrators. Further evidence of the importance of these factors as deterrents to general education is borne out by the replies of administrators who, when asked to list the most difficult problems at present in providing general education for prospective elementary school teachers, listed some fifty directly pertaining to staff; and of this number about one-half were related to the previously mentioned factors. Following are a few examples:

The professional attitude of faculty members who are so "departmental minded" that they think in terms of subject-matter

Too many highly and narrowly specialized subject-matter teachers

The attitude of subject-matter specialists

Interest of the college professor in developing majors

Lack of interest and ability of instructors in integrating large areas of knowledge

The remaining four factors listed in Table XVI, though considered much less important than the two previously mentioned, are regarded by certain respondents as being serious deterrents to constructive work in general education. The reply, no doubt, depends upon the situation within the institution concerned. It is notable, however, that no matter how it is figured the factor considered least important is "inability or lack of readiness to work 'in harness' with representatives of other specialties." This may imply one of two

Table XVI

JUDGMENTS OF ADMINISTRATORS CONCERNING THE DEGREE TO WHICH STAFF MEMBERS OF MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, ARE DETERRED BY CERTAIN FACTORS FROM CONSTRUCTIVE WORK IN GENERAL EDUCATION

Factors	Degree of Deterrent						Institutions Offering No Judgment		
	Great		Moderate		Slight		None		Situation Non-Existence <sup>a</sup>
	No.	% <sup>a</sup>	No.	%	No.	%	No.	%	No.
1	2	3	4	5	6	7	8	9	10
A. Failure to understand the meaning and purpose of general education.....	12	9.4	42	33.1	44	34.6	16	12.6	5
B. Preoccupation with specialty and with students majoring in the given field.....	37	29.1	45	35.4	29	22.8	5	3.9	5
C. Inability or lack of readiness to teach a broader than "departmental" course.....	31	24.4	48	37.8	31	24.4	6	4.7	5
D. Inability or lack of readiness to work "in harness" with representatives of other specialties.....	9	7.1	42	33.1	47	37.0	14	11.0	8
E. Excessively heavy workloads.....	20	15.7	34	26.8	43	33.9	15	11.8	4
F. Lack of continued study.....	10	7.9	49	38.6	40	31.5	14	11.0	3
G. Others <sup>b</sup> .....	7	5.5	3	2.4	0	0.0	0	0.0	0

<sup>a</sup> Per cents are computed on the basis of the number of institutions participating in the study, 127.

<sup>b</sup> Discussed on page 58.

• "Situation Non-Existent" was included as a choice to be used by those institutions to which the question did not, for some reason, apply.

things. Either there has been no attempt in this direction, hence no display of weakness, or the relationship among representatives of various specialties is good. If the latter is true, the prospects for the improvement of general education are favorable.

Factors written in were, of course, urgent to those who listed them and were all rated as either "great" or "moderate." However, they would very likely have been considered much less important to many other individuals. Added factors included the following:

- lack of professional interest,
- high age level,
- institutional specialty,
- lack of status in teaching general education,
- lack of administrative, clerical assistance,
- lack of administrative stimulation due to temporary tenure,
- inadequate library facilities, and
- failure to agree on a common definition.

*By way of summary:* The two greatest deterrents to constructive work in general education among staff members of the institutions reporting on this section of the study are, as indicated by administrators, "preoccupation with specialty and with students majoring in the given field," and "inability or lack of readiness to teach a broader than 'departmental' course." Nevertheless, each other factor, including those listed and those written in, was considered as a serious deterrent by one or more institutions throughout the nation.

#### b. In relation to students

1. *Non-prospective teachers.*—The overcrowding of institutions of higher learning since the end of World War II is often said to be influencing the programs of education in all such institutions. In institutions specializing in a given function, such as the preparation of teachers it is likely to have brought in more students who are not interested in that specialty. If this is the case, it seems quite logical to suppose that programs of general education have been influenced to some degree by this condition. Evidence concerning this supposition was gathered by asking administrators to indicate the degree to which their institutions have been, are, or will be influenced by this factor during three time-periods: before the war, at present, and five years hence. The resulting data are presented in Table XVII.

The presence of non-prospective teachers in the enrollments of member-institutions of the American Association of Teachers Colleges is apparently influencing the general education programs of those institutions more now than it did before the war, and ad-

ministrators expect this condition to prevail, with little change, five years hence. Replies show, however, that the amount of influence for any one of the three time periods is not such as to warrant great concern. Nevertheless, it is noteworthy that the number of respondents considering the influence as "great" now and in five years hence

Table XVII

JUDGMENTS OF ADMINISTRATORS CONCERNING THE DEGREE TO WHICH PROGRAMS OF GENERAL EDUCATION IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, HAVE BEEN, ARE, AND WILL BE INFLUENCED BY THE PRESENCE OF NON-PROSPECTIVE TEACHERS IN THE ENROLLMENT

Time Period	Degree of Influence										Institutions Offering No Judgment	
	Great		Moderate		Slight		None		Situation Non-Existent <sup>b</sup>			
	No.	% <sup>a</sup>	No.	%	No.	%	No.	%	No.	%		
1	2	3	4	5	6	7	8	9	10	11	12 13	
Before the war....	4	3.1	22	17.3	52	40.9	21	16.5	17	13.4	11 8.7	
At present	20	15.7	31	24.4	39	30.7	18	14.2	8	6.3	11 8.7	
Five years hence...	16	12.6	33	26.0	36	28.3	20	15.7	10	7.9	12 9.4	

<sup>a</sup> Per cents are computed on the basis of the number of institutions participating in the study, 127.

<sup>b</sup> "Situation Non-Existent" was included as a choice to be used by those institutions to which the question did not, for some reason, apply.

shows a marked increase over those considering it so before the war. Likewise, the number of institutions declaring the "situation non-existent" decreases greatly from one period to another, indicating that some institutions which were formerly not affected now are.

Administrators, in listing the most difficult problems in providing general education for prospective elementary school teachers, provided evidence in support of the assumption that programs of general education are not greatly affected by the presence of non-teachers in the enrollment. Of some sixteen problems relating to students only one stemmed from this cause. Following is a restatement of that problem:

The mixture of students in various curricula in addition to the ones in teacher education who have somewhat different ultimate professional objectives constitutes a problem.

2. *Transfers and withdrawals.*—Although programs of general education could conceivably be greatly influenced by the transferring of students from one institution to another as well as by their withdrawals, the data presented in Table XVIII indicate that influence from those sources, all institutions considered, is minor. The withdrawal of students at the end of two years is the only factor which was rated as having any appreciable degree of influence upon general education programs, and even that was slight. Nevertheless, the fact remains that each of these factors is considered important by some respondents and, therefore, must not be taken too lightly. None of the problems listed by administrators as being the most difficult in providing general education pertained to either transfers or withdrawals of students.

*By way of summary:* Programs of general education in member-institutions of the American Association of Teachers Colleges are not greatly influenced by the presence in their enrollments of non-prospective teachers, although such influence is greater now than it was before World War II and administrators do not expect it to diminish to any decided degree within the next five years. The transfer of students from one institution to another and the withdrawal of students before completing a four-year curriculum are not important influencing factors so far as general education is concerned. Students withdrawing at the end of two years have a greater influence upon the general education program than do the others mentioned, but this influence does not appear to be significant.

#### c. In relation to various circumstances

Table XIX provides evidence concerning the degree to which programs of general education in reporting institutions are influenced by certain factors pertaining chiefly to curriculum. Of those listed, the indication is that at least one gives rise to serious problems in regard to general education. This one is the "certification laws of the state or states served." This factor was rated as greatly influencing programs of general education in 44.9 per cent of reporting institutions.

The foregoing evidence is further substantiated by the fact that administrators often mentioned certification laws or requirements among the most difficult problems in providing general education for prospective elementary school teachers. Some examples follow:

Certification requirements are the greatest problem in the elementary curriculum, particularly in the one and two-year courses.

Table XVIII

JUDGMENTS OF ADMINISTRATORS CONCERNING THE DEGREE TO WHICH PROGRAMS OF GENERAL EDUCATION FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, ARE INFLUENCED BY TRANSFERS AND WITHDRAWALS

Factors	Degree of Influence						Institutions Offering No Judgment		
	Great			Moderate			None		No.
	No.	No.	%	No.	No.	%	No.	%	%
1	2	3	4	5	6	7	8	9	10
A. Students who come by way of transfer from other institutions.....	3	2.4	12	9.4	43	39.9	57	44.9	8
B. Students who may be expected to withdraw from the institution at the end of one year.....	5	3.9	12	9.4	46	36.2	47	37.0	8
C. Students who may be expected to withdraw from the institution at the end of two years.....	6	4.7	21	16.5	40	38.6	37	29.1	9
D. Students who may be expected to withdraw from the institution at the end of three years.....	2	1.6	6	4.7	46	36.2	54	42.5	10
								7.9	9
								7.1	

\* Per cents are computed on the basis of the number of institutions participating in the study, 127.

b "Situation Non-Existent" was included as a choice to be used by those institutions to which the question did not, for some reason, apply.

Inhibiting influence of state certification requirements  
Too many professional courses required for certification  
Lack of four-year requirement for certification  
Rigid state requirements

Observation of this list shows that criticism is leveled in most cases against the rigidity of such laws and requirements but that a lack of requirements can also be troublesome if it permits faulty practices such as the preparation of teachers in too brief a period. The implication seems to be that what is needed is not necessarily fewer certification laws but better and more judicious ones.

The next most important factor, though much less so than the one formerly mentioned, is "the requirements of subject-matter majors or minors." This factor was also implied in a few of the problems listed by administrators. One example is, "the tendency to develop highly specialized majors."

When attention is given to the fact that many of the reporting institutions do not offer a teacher education curriculum of less than four-year duration, as indicated both by those declaring the "situation non-existent" and by an earlier Table, it becomes apparent that this factor has a greater amount of influence upon programs of general education where it does exist than a first glance at Table XIX would indicate.

A number of the problems listed by administrators dealt with short-term curricula. A few examples are:

As long as the majority of elementary school teachers receive two years or less of training, the amount of general education which can be offered will of necessity be limited.

The two- and three-year teacher education curriculum.

Short pre-service training period.

Most of our students still graduate on the three-year basis.

Too many students attend for short periods.

Hence, it appears that "the offering of a teacher education curriculum of less than four-year duration" has a considerable amount of influence upon general education in institutions where such curricula are offered, but it can not be considered important throughout the nation at large.

"The maintenance of a junior college curriculum" is considered the least important of those factors listed. Yet a few respondents, 3.1 per cent, listed the degree of influence as "great." Here again, consideration must be given to the fact that nearly one-third, 31.5 per cent, of the reporting administrators declared the "situation non-existent," thus indicating that their institutions are not affected.

Factors written in included: "temporary service to veteran," "sub-

Table XIX

JUDGMENTS OF ADMINISTRATORS CONCERNING THE DEGREE TO WHICH PROGRAMS OF GENERAL EDUCATION FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, ARE INFLUENCED BY FACTORS RELATING TO VARIOUS CIRCUMSTANCES

Factors	Degree of Influence						Institutions Offering No Judgment				
	Great			Slight			None		Situation Non-Existent <sup>b</sup>		
	No.	% <sup>a</sup>	No.	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10	11	12
A. Certification laws of the state or states served . . . . .	57	44.9	26	20.5	22	17.3	19	15.0	3	2.4	0
B. The prerequisite requirements of subject-matter majors and minors . . . . .	27	21.3	32	25.2	32	25.2	25	19.7	5	3.9	6
C. The maintenance of a junior college curriculum . . . . .	4	3.1	16	12.6	20	15.7	39	30.7	40	31.5	8
D. The offering of a teacher education curriculum of less than 4-year duration . . . . .	16	12.6	18	14.2	16	12.6	27	21.3	40	31.5	10
E. Others <sup>c</sup> . . . . .	3	2.4	1	0.8	1	0.8	0	0.0	0	0.0	122
											96.1

<sup>a</sup> Per cents are computed on the basis of the number of institutions participating in the study, 197.

<sup>b</sup> "Situation Non-Existent" was included as a choice to be used by those institutions to which the question did not, for some reason, apply.

<sup>c</sup> Discussed on pages 62 and 64.

ject-matter requirements of graduate schools," and "emergency certification." These all received high ratings in regards to the degrees of influence which they exert on general education, because each was important to the respondent who included it.

*By way of summary:* Programs of general education in member-institutions of the American Association of Teachers Colleges are more greatly affected by certification laws than by any of the other factors mentioned. The existence of prerequisite requirements of subject-matter majors and minors also exerts a considerable degree of influence. The offering of teacher education curricula of less than four-year duration does not affect all institutions and is, therefore, not a serious problem in the nation at large, but it has a decided influence upon institutions so affected.

## 2. CONCERNING OBJECTIVES OF GENERAL EDUCATION

One of the best known recent lists of objectives of general education is that appearing in the book, *A Design for General Education*, written by a committee of the American Council on Education.<sup>3</sup> This list was used, with the permission of the American Council on Education, as the basis for this section of the study. Administrators were asked to respond, for their institutions, to various questions concerning the objectives found in the list previously mentioned. Although these data were broken down according to geographical section and type of institution, differences were found to be of no significance. Following are the ten objectives of general education as taken from *A Design for General Education*:

- A. To improve and maintain his own health and take his share of responsibility for protecting the health of others
- B. To communicate through his own language in writing and speaking at the level of expression adequate to the needs of educated people
- C. To attain a sound emotional and social adjustment through the enjoyment of a wide range of social relationships and the experience of working cooperatively with others
- D. To think through the problems and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment
- E. To do his part as an active and intelligent citizen in dealing with the interrelated social, economic, and political problems of American life and in solving the problems of postwar international reconstruction
- F. To act in the light of an understanding of the natural phenomena

<sup>3</sup> American Council on Education, *A Design for General Education*, pp. 14 and 15. Washington: American Council on Education, 1944.

in his environment in its implications for human society and human welfare, to use scientific methods in the solution of his problems, and to employ useful nonverbal methods of thought and communication.

- G. To find self-expression in literature and to share through literature man's experience and his motivating ideas and ideals
- H. To find a means of self-expression in music and in the various visual arts and crafts, and to understand and appreciate art and music as reflections both of individual experience and of social patterns and movements
- I. To practice clear and integrated thinking about the meaning and value of life
- J. To choose a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society

#### a. Acceptance of objectives by member-institutions

Table XX, which presents the data for this portion of the study, shows that each objective was "accepted fully" by a very high per cent of the respondents. A very small number, less than 15 per cent in the case of all but two objectives, accepted "with reservations." Only in the case of the last objective, pertaining to choice of vocation, was there a refusal to accept, and, there, only two respondents, 1.7 per cent of those reporting, made such a response.

The two objectives "accepted fully" by the largest per cent of respondents were "A" and "B," dealing with health and the communicative arts respectively. Objective "A" was "accepted fully" by 98.4 per cent and objective "B" was "accepted fully" by 97.6 per cent of all respondents. The two objectives most frequently accepted "with reservations" were "D," dealing with family and marital adjustment, and "H," dealing with self-expression in and appreciation of art and music. Objective "D" was accepted "with reservations" by 20.3 per cent of the respondents while objective "H" was so accepted by 15.6 per cent.

#### b. Provision for objectives

Although many respondents reported organized activity as well as one of the other methods, observation of Table XXI shows that objectives of general education are most frequently provided for by means of "several courses." In fact, this is true in the case of each objective except "C," which deals with emotional and social adjustment. Here "organized activity" was most frequently reported. The second most popular means of attaining the objectives of general education is through "organized activity." In the case of

Table XX

JUDGMENTS OF ADMINISTRATORS CONCERNING THE ACCEPTANCE OF GIVEN OBJECTIVES  
OF GENERAL EDUCATION BY MEMBER-INSTITUTIONS OF THE AMERICAN  
ASSOCIATION OF TEACHERS COLLEGES, 1947

Objectives	No. of Institutions Reporting	Acceptance of Objectives by Institutions					
		Accept Fully		Accept with Reservations		Do Not Accept	
		No.	% <sup>a</sup>	No.	%	No.	%
1	2	3	4	5	6	7	8
A. (Health—individual and community) . . . . .	123	121	98.4	2	1.6	0	0.0
B. (Communication—written and spoken) . . . . .	124	121	97.6	3	2.4	0	0.0
C. (Adjustment—emotional and social) . . . . .	122	116	95.1	6	4.9	0	0.0
D. (Adjustment—family and marital) . . . . .	123	98	79.7	25	20.3	0	0.0
E. (Citizenship—national and international) . . . . .	123	117	95.1	6	4.9	0	0.0
F. (Understanding—environmental and scientific) . . . . .	119	104	87.4	15	12.6	0	0.0
G. (Literature—self-expression and appreciation) . . . . .	120	103	85.8	17	14.2	0	0.0
H. (Art and music—self-expression and appreciation) . . .	122	103	84.4	19	15.6	0	0.0
I. (Thinking about life—meaning and value) . . . . .	120	112	93.3	8	6.7	0	0.0
J. (Choice of vocation) . . . . .	118	103	87.3	13	11.0	2	1.7

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on each objective and are arrived at in each case by dividing by the number in column 2.

objective "D," dealing with family and marital adjustment, the use of a "specific course" was more often reported. Except for this one case the use of a "specific course" in providing for objectives of general education was consistently reported as the least popular. In no case was it reported by as many as one-third of the respondents.

Table XXI

JUDGMENTS OF ADMINISTRATORS CONCERNING MEANS BY WHICH GIVEN OBJECTIVES OF GENERAL EDUCATION ARE PROVIDED FOR IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Objectives	No. of Institutions Reporting	Means of Providing for Objectives in Institutions					
		A Specific Course		Several Courses		Organized Activity	
		No.	% <sup>a</sup>	No.	%	No.	%
1	2	3	4	5	6	7	8
A. (Health—individual and community).....	123	40	32.5	85	69.1	49	39.8
B. (Communication—written and spoken).....	124	27	21.8	99	79.8	44	35.5
C. (Adjustment—emotional and social).....	122	9	7.4	71	58.2	102	83.6
D. (Adjustment—family and marital).....	123	36	29.3	65	52.8	22	17.9
E. (Citizenship—national and international).....	123	13	10.6	108	87.8	55	44.7
F. (Understanding—environmental and scientific).....	119	12	10.1	108	90.8	22	18.5
G. (Literature—self-expression and appreciation).....	120	21	17.5	95	79.2	23	19.2
H. (Art and music—self-expression and appreciation)....	122	16	13.1	107	87.7	50	41.0
I. (Thinking about life—meaning and value).....	120	11	9.2	89	74.2	35	29.2
J. (Choice of vocation).....	118	13	11.0	62	52.5	46	39.0

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on each objective and are arrived at in each case by dividing by the number in column 2.

Several respondents pointed out that objective "J," dealing with choice of vocation, is provided for by use of the guidance programs in their institutions. This, it would seem, could be classed as "organized activity."

c. Success in fulfilling objectives

Few administrators feel that the general education programs of their institutions can be considered as "very successful" in fulfilling the ten given objectives. Data presented in Table XXII indicate

Table XXII

JUDGMENTS OF ADMINISTRATORS CONCERNING THE SUCCESS OF PROGRAMS OF GENERAL EDUCATION IN FULFILLING GIVEN OBJECTIVES IN MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Objectives	No. of Institutions Reporting	Success of Programs in Institutions					
		Very Successful		Partially Successful		Unsuccessful	
		No.	% <sup>a</sup>	No.	%	No.	%
1	2	3	4	5	6	7	8
A. (Health—individual and community).....	123	13	10.6	104	84.6	0	0.0
B. (Communication—written and spoken).....	124	15	12.1	105	84.7	0	0.0
C. (Adjustment—emotional and social).....	122	17	13.9	96	78.7	5	4.1
D. (Adjustment—family and marital).....	123	3	2.4	85	69.1	8	6.5
E. (Citizenship—national and international).....	123	11	8.9	104	84.6	0	0.0
F. (Understanding—environmental and scientific).....	119	6	5.0	105	88.2	1	0.8
G. (Literature—self-expression and appreciation).....	120	9	7.5	104	86.7	0	0.0
H. (Art and music—self-expression and appreciation)....	122	16	13.1	92	75.4	6	4.9
I. (Thinking about life—meaning and value).....	120	3	2.5	96	80.0	8	6.7
J. (Choice of vocation).....	118	14	11.9	75	63.6	5	4.2

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on each objective and are arrived at in each case by dividing by the number in column 2. Per cents do not total 100 since some reporting institutions did not make this evaluation.

that in no case did as many as 15 per cent of the respondents indicate that the objective was being "very successfully" provided for. The vast majority, however, indicated that programs of general education in their institutions were "partially successful" in the case of each objective. On the other hand, a very small per cent of administrators declared their programs of general education to be "unsuccessful" in providing for the objectives.

The two objectives most frequently reported as being very successfully provided for in the largest per cent of institutions are "C," dealing with emotional and social adjustment, and "H," dealing with self-expression in and appreciation of art and music. The per cents are 13.9 and 13.1 respectively. The two objectives declared unsuccessfully met by the largest per cent of respondents are "D," dealing with family and marital adjustment and "I," dealing with thinking concerning the meaning and value of life. The per cents are 6.5 and 6.7 respectively.

d. Interest of faculty members.

Table XXIII shows that despite variations from one objective to another, the largest per cent of respondents in each case indicated that faculty members in their institutions are "moderately interested." The second largest per cent indicated "great interest" on the part of faculties in all except objective "D," dealing with family and marital adjustment, in which case 31.7 per cent reported only "slight" faculty interest. In no instance, aside from objective "D," did as many as 15 per cent of the respondents report "slight" interest. Only in the cases of four objectives, "C," dealing with emotional and social adjustment, "B," dealing with the communicative arts, "H," dealing with self-expression in and appreciation of art and music, and "J," dealing with choice of vocation, were there any respondents reporting faculty interest as "none" and in none of these instances was the per cent above 3.2.

The greatest amount of faculty interest, according to the judgments of administrators, is centered in objective "B," dealing with the communicative arts, for which interest was reported as being "great" by 43.5 per cent of the respondents. Not only is objective "B" reported most frequently to claim "great" faculty interest, but it also is the only objective for which no respondent reported interest as either "slight" or "none." Objectives "E," dealing with citizenship, and "J," dealing with choice of vocation, were reported as claiming "great" interest more frequently than any of those remaining, with 31.7 and 33.1 per cent respectively. Objective "D," dealing with family and marital adjustment, apparently claims less faculty in-

Table XXIII

JUDGMENTS OF ADMINISTRATORS CONCERNING FACULTY INTEREST IN GIVEN  
 OBJECTIVES OF GENERAL EDUCATION IN MEMBER-INSTITUTIONS OF THE  
 AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947

Objectives	No. of Institutions Reporting	Faculty Interest							
		Great		Moderate		Slight		None	
		No.	% <sup>a</sup>	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10
A. (Health—individual and community).....	123	19	15.4	86	69.9	11	8.9	0	0.0
B. (Communication—written and spoken).....	124	54	43.5	63	50.8	0	0.0	0	0.0
C. (Adjustment—emotional and social).....	122	35	28.7	69	56.6	12	9.8	1	0.8
D. (Adjustment—family and marital).....	123	14	11.4	48	39.0	39	31.7	4	3.3
E. (Citizenship—national and international).....	123	39	31.7	70	56.9	5	4.1	0	0.0
F. (Understanding—environmental and scientific) ..	119	20	16.8	82	68.9	7	5.9	0	0.0
G. (Literature—self-expression and appreciation)....	120	26	21.7	74	61.7	10	8.3	0	0.0
H. (Art and music—self-expression and appreciation)	122	32	26.2	67	54.9	13	10.7	1	0.8
I. (Thinking about life—meaning and value).....	120	23	19.2	68	56.7	16	13.3	0	0.0
J. (Choice of vocation)....	118	39	33.1	50	42.4	10	8.5	2	1.7

<sup>a</sup> Per cents are computed on the basis of the number of institutions reporting on each objective and are arrived at in each case by dividing by the number in column 2. Per cents do not total 100 since some reporting institutions did not make this evaluation.

terest than any of the others. Interest in this objective was reported as either "great" or "moderate" by fewer respondents and as either "slight" or "none" by more respondents than was true for any other objective.

Objectives written in took chiefly the form of revisions of those stated. In most cases the respondent suggested the changing of a

word or phrase to make the objective more acceptable in his sight. In some instances other objectives were suggested, and carefully thought out lists of objectives were sent from some institutions.

*By way of summary:* The ten objectives of general education used as a basis for this section of the study are widely accepted by member-institutions of the American Association of Teachers Colleges. The means by which they are provided for vary from one objective to another, with "several courses" being used in the case of most. "Organized activity" is also a popular method, particularly in attaining such objectives as emotional and social adjustment. Programs of general education are apparently only "partially successful" in fulfilling all objects. The tendency to choose the middle course in making such judgments must be considered as a possible factor in making the difference so decided in this case. Faculty interest differs from one objective to another but is predominantly "moderate" in all cases. Here again the tendency to choose the middle course in making subjective judgments must not be overlooked as a possible influencing factor.

### 3. CONCERNING THE PROVISION OF GENERAL EDUCATION

Problems and factors involved in providing general education for teachers are of such nature as to vary greatly from one institution to another, demanding individual consideration in each case. For that reason, administrators were asked to supply additional information by listing what they considered: (a) the most difficult problems at present in providing general education for prospective elementary school teachers, (b) any present or emerging factors which will have a favorable effect upon programs of general education for prospective elementary school teachers, and (c) any present or emerging factors which will have an unfavorable effect upon programs of general education for prospective elementary school teachers.

#### a. Most difficult problems

A large proportion of the problems listed dealt directly with either staff, students, or curriculum. Recognition has already been given to these in an earlier section of the report. The remaining problems were rather broadly scattered. They pertain chiefly to objectives of general education, finance, and plant and equipment. In many cases these problems were so stated as to show a close relationship between them and the ones previously mentioned. One notable factor is the relative infrequency with which finance is listed as a problem in providing general education.

b. Factors having a favorable effect

Administrators are apparently more optimistic concerning trends in curriculum development than in any other factor pertaining to general education at the present time. Some of the present or emerging factors, dealing with curriculum, which they feel will have a favorable effect upon programs of general education are:

- Recognition of need of curriculum revision
- Closer student contacts with real life situations
- Breaking down subject-matter barriers
- Participation of students in curriculum revision
- Increasing emphasis upon the individualization of instruction.

Considerable importance was also attached to recent studies of general education and the present prominence of the subject as a topic of discussion in educational circles. Finance, both from the standpoint of greater support at the college level and from the standpoint of increased salaries for graduates, was considered by many as a factor which will improve the type of general education and the quality of student who is to receive it.

c. Factors having an unfavorable effect

Most of the factors which administrators feel will have an unfavorable effect upon general education have been referred to in an earlier section of this report. They deal chiefly with staff, students and curriculum. The few factors not included in these categories are still closely related to them. They pertain to such matters as the present teacher shortage and lack of understanding of general education and its purposes.

*By way of summary:* Administrators apparently feel that problems in providing general education are spread quite evenly over three phases of the program: staff, students, and curriculum. Little mention is made of financial problems. In fact, a number of the factors listed as favorable to general education pertain to finance. It is interesting to note that factors related to curriculum outnumber any others in both those listed as favorable and those listed as unfavorable to general education. It seems from observation that the respondents feel that there are factors present and emerging which if properly applied will be favorable to general education but if improperly applied will not. In all cases the human element, staff and students was considered of great importance to the general education program.

#### 4. CONCERNING TECHNIQUES AND RESOURCES FOR IMPROVING GENERAL EDUCATION

Of five suggested techniques and resources for improving general education programs in teacher educating institutions. "cooperative

Table XXIV

JUDGMENTS OF ADMINISTRATORS OF MEMBER-INSTITUTIONS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, 1947, CONCERNING  
THE VALUE OF CERTAIN TECHNIQUES AND RESOURCES IN A BROAD MOVEMENT AIMED AT THE IMPROVEMENT OF GENERAL  
EDUCATION PROGRAMS IN TEACHER EDUCATION INSTITUTIONS

Factors	Degree of Value						Institutions Offering No Judgment	
	Great			Moderate		Slight	None	
	No.	% <sup>a</sup>	No.	No.	%	No.	%	No.
1	2	3	4	5	6	7	8	9
A. Workshops to which various institutions send representatives . . .	59	46.5	47	37.0	11	8.7	2	1.6
B. Cooperative studies carried on among several institutions . . .	67	52.8	40	31.5	11	8.7	2	1.6
C. Annotated bibliographies made available to each institution . . .	29	22.8	45	35.4	37	29.1	8	6.3
D. An occasional information sheet devoted to the subject of general education programs in institutions for the education of teachers . . .	44	34.6	53	41.7	21	16.5	1	0.8
E. Help in the identification of consultants or other resource people to assist with the program . . . . .	49	38.6	46	36.2	22	17.3	4	3.1
F. Others <sup>b</sup> . . . . .	3	2.4	5	3.9	0	0.0	0	0.0
							119	93.7

<sup>a</sup> Per cents are computed on the basis of the number of institutions participating in the study, 127.  
<sup>b</sup> Discussed on page 74.

studies carried on among several institutions" was considered by reporting administrators to be of the greatest value. "Workshops to which various institutions send representatives" was rated as having nearly as great value. "Help in the identification of consultants or other resource people to assist with the program" was considered the next most important, although the value ascribed to it was not much greater than that given "an occasional information sheet devoted to general education programs in institutions for the education of teachers." As a matter of fact, data presented in Table XXIV indicate that all techniques and resources mentioned were regarded as being of considerable value. Annotated bibliographies are looked upon as being of less value than the others. The majority of additional suggestions written in dealt with in-service faculty study programs, but periodic conferences of representatives of various institutions, workshops including representatives from other professions, and the use of field representatives were also mentioned.

*By way of summary:* Administrators apparently feel that much in the way of improvement of programs of general education in teacher educating institutions can be accomplished through the joint effort of institutions concerned. Their declaration of preference for such techniques as cooperative studies, workshops, and the use of consultants would lead to the assumption that they value direct inter-institutional exchange of ideas more highly than they do the circulation of printed materials. Nevertheless, they look upon the circulation of such materials as being of definite value also.

## CHAPTER IV

# CONCLUSIONS AND RECOMMENDATIONS

### A. *Conclusions*

THE DUAL purpose of the study as stated at the outset of this report was first, the stimulation of interest in and concern with general education, and second, the accumulation and analysis of data related to programs of general education in member-institutions of the American Association of Teachers Colleges, with a view to providing a source of information regarding : (1) current practices, (2) preferred practices, (3) administrative judgments on certain matters pertaining to general education, and (4) significant differences among institutions.

#### 1. STIMULATION OF INTEREST IN AND CONCERN WITH GENERAL EDUCATION

Special care was taken in preparing the questionnaire to make it educational as well as fact-finding, and some evidence of success in accomplishing this is indicated by the fact that a number of institutions reported having used it as a basis for discussion of the subject in faculty meetings. Furthermore, it is hoped that the background material appearing in Chapter II with its annotated bibliography plus the report of the study proper in Chapter III will be definite factors in accomplishing the purpose stated.

#### 2. ACCUMULATION AND ANALYSIS OF DATA

The following summary of findings represents data which have been presented and analyzed in Chapter III of this report.

a. Pertaining to current practices in member-institutions studied

- (1) More than one-half, 56.7 per cent, are multi-purpose regional colleges.
- (2) Nearly one-half, at least 45 per cent, offer teacher education curricula of less than four-year duration.
- (3) About one-third, 32.5 per cent, offer work in education beyond the fourth college year.
- (4) In 65.3 per cent of the reporting institutions chief concern in general education is with common rather than individual needs of students. (Compare with b-1)
- (5) The majority, 63.1 per cent, of general education programs are departmentally organized. (Compare with b-2)

- (6) General education in the majority of cases, 60.8 per cent, is concentrated in the first two years while professional education is reserved largely for the last two years of the college program. (Compare with b-3)
  - (7) Motivation of the learner through recognition of his vocational interests is the method used most commonly, in 45.1 per cent of the reporting institutions, as a means of conducting general education. (Compare with b-4)
  - (8) Courses most frequently required for their contribution to the general education of prospective elementary school teachers are, in order of their popularity: English composition, speech, biological science, literature, survey of social studies, art, American history and government, geography, music, physical science, physical education, mathematics, health, sociology, and general psychology.
  - (9) The average amount of work required of prospective elementary school teachers for general education purposes is 48.2 semester hours.
  - (10) The common method of presenting each course contributing to the general education of prospective elementary school teachers is by means of one instructor unassisted by resource people.
  - (11) Credit-value attached to courses commonly required of prospective elementary school teachers for purposes of general education varies from 2 to 6 semester hours, or the equivalent in quarter hours, per course.
  - (12) More than one-half, 62.9 per cent, have formulated statements of objectives of general education.
  - (13) A large majority, 81.9 per cent, have made recent specific organized attempts to improve programs of general education for prospective elementary school teachers.
  - (14) Only 7.4 per cent have current experimental programs in general education.
  - (15) Nearly one-half, 44.6 per cent, have co-operated with other institutions in projects aimed at improving general education.
- b. Pertaining to practices preferred by administrators of member-institutions studied:
- (1) About three-fifths, 59 per cent, prefer programs of general education in which individual needs of students are the chief concern. (Compare with a-4)
  - (2) The majority, 58 per cent, prefer programs of general education which are functionally organized. (Compare with a-5)

- (3) Advocates of the two-year and the four-year concentration period for general education are almost evenly divided, numerically. (Compare with a-6)
- (4) A small majority, 53.7 per cent, favor the use of vocational interest as a motivating factor in programs of general education. (Compare with a-7)
- c. Pertaining to judgments made by administrators of member-institutions studied:
  - (1) "Preoccupation with specialty and with students majoring in the given field" is considered to be the most important single factor in deterring staff members from constructive work in general education.
  - (2) The presence of non-prospective teachers in the enrollment is not considered an important influencing factor in programs of general education for prospective elementary school teachers.
  - (3) Students who come by way of transfer and those who intend to withdraw before finishing the four-year curriculum are not reported to have an important influence upon programs of general education for prospective elementary school teachers.
  - (4) Programs of general education for prospective elementary school teachers are reported by nearly one-half of the respondents, 44.9 per cent, to be greatly affected by certification laws of the state or states served.
  - (5) Each of the ten objectives of general education listed in the questionnaire is considered to be fully acceptable by at least four-fifths of the respondents.
  - (6) The common method of providing for objectives of general education is reported to be by means of several courses, but organized activity is also often used.
  - (7) Over three-fifths of the respondents considered their programs of general education to be partially successful in fulfilling each objective.
  - (8) Faculty interest in all objectives of general education is rated as moderate by the majority of respondents.
  - (9) Cooperative studies, workshops, and the use of consultants are considered valuable techniques for improving general education programs in teacher educating institutions.
- d. Pertaining to significant differences among institutions
  - (1) According to geographical location
    - (a) Only 13.5 per cent of the reporting institutions in the Eastern section are multi-purpose regional colleges as compared with 91.7 per cent in the Western section

and 56.7 per cent in the nation at large.

- (b) No teacher education curricula of less than four-year duration are offered by the reporting institutions in the Eastern section, while at least 76.9 per cent of those in the North Central section and at least 45 per cent of those in the nation at large offer such curricula.
  - (c) Only 9.1 per cent of the reporting institutions in the Eastern section offer graduate work in education as compared with 72.7 per cent in the Western section and 32.5 per cent in the nation at large.
  - (d) Reporting institutions in the Eastern section require an average of 62.9 semester hours of work for prospective elementary school teachers in courses contributing to general education as compared with 37.9 semester hours in the Western section and 48.2 semester hours in the nation at large.
  - (e) A statement of objectives of general education has been formulated by 72.7 per cent of the reporting institutions in the Western section as compared with 50 per cent in the Southern section and 62.9 per cent in the nation at large.
  - (f) A specific organized attempt to improve general education programs for prospective elementary school teachers has been made by 100 per cent of the reporting institutions in the Western section as compared with 68.8 per cent in the Eastern section and 81.9 per cent in the nation at large.
  - (g) An experimental program in general education is currently in operation in 16.7 per cent of the reporting institutions in the Western section as compared with 4.2 per cent in the Southern section and 7.4 per cent in the nation at large.
  - (h) Cooperation among institutions in improving general education is reported by 65.2 per cent of the reporting institutions in the Southern section as compared with 83.3 per cent in the Western section and 44.6 per cent in the nation at large.
- (2) According to type of institution
- (a) In regard to statements of purpose and period of concentration multi-purpose institutions tend in practice to be close to the middle of the road with relatively little deviation toward either extreme. The majority of non-multi-purpose institutions also occupy the middle posi-

- tion; however, they show a considerable tendency to take one of the other possible positions.<sup>1</sup>
- (b) The divisional type of organization is used by 88.6 per cent of the multi-purpose institutions as compared with 16.7 per cent of non-multi-purpose institutions. The departmental type, however, is used by 72.2 per cent of the non-multi-purpose institutions as compared with 54.4 per cent of the multi-purpose institutions.
  - (c) The conducting of general education without reference to vocational interest is practiced in 48.5 per cent of the multi-purpose institutions as compared with 24.1 per cent of the non-multi-purpose institutions. The use of vocational interest as a means of motivating the learner is practiced in 55.6 per cent of the non-multi-purpose institutions as compared with 36.8 per cent of the multi-purpose institutions.
  - (d) Multi-purpose institutions require an average of 41.7 semester hours of work in courses contributing to general education as compared with 56.5 semester hours of such work required by non-multi-purpose institutions.

#### B. Recommendations

In the light of evidence produced by this study, the following recommendations are offered:

1. *An institution attempting improvement in general education should take its present program as the point of departure and proceed from there at the most effective speed, all factors considered, toward the goal which seems most suitable.*

Both literature on the subject and judgments made by administrators point to the fact that practice in programs of general education differs considerably from theory. Yet there is rather wide agreement as to what practice should preferably be. It is likely, then, that any attempt at improvement of the program of general education will have as its goal those practices which seem to be preferred. This being the case, it is very possible to become so interested in attaining the goal as to neglect necessary consideration of the route which must be traveled in getting there. This is an error which can prove fatal to the entire endeavor and must, therefore, be avoided.

• What are some of the factors which must be taken into consideration in locating the point of departure, the goal to be attained, and the most effective speed? First attention must be given to current

<sup>1</sup> See Table VII, page 88 and Table IX, page 43.

practices. This study has shown that these differ from one institution to another. Hence, two institutions aiming at the same goal could differ greatly in the distances which they must travel. Furthermore, goals might differ. This matter depends upon the philosophy dominating the institution and is of utmost importance. The most suitable speed is dependent upon facilities within the institution, such as faculty interest, student enthusiasm and cooperation, plant and equipment, and other conditioning factors. Here again, differences among institutions have been indicated by this study as well as by literature on general education.

*2. An institution attempting improvement in general education should use organized study and discussion groups working in the area of general education.*

One way of stimulating interest in any subject is through the study of literature on it. By this method ideas and experiences of other individuals or groups may be made accessible. Literature on general education, as indicated in a previous chapter, is so voluminous as to offer a great source of such material.

Along with the study of literature goes the discussion necessary in organizing the program and in solving the many problems which constantly arise while it is being carried out. Well organized discussion groups, in which the proper human relationships exist, can make great contributions to the improvement of general education as well as to the growth of individuals concerned.

*3. In attempting improvement in general education programs experimentation should be encouraged.*

This study has indicated a serious neglect of experimentation in the area of general education. Yet this is the one way of testing new ideas. It is most likely that there are few individuals on any faculty who are interested in or willing to attempt experimentation. Those who are should be given every opportunity to do so. An experiment need not be extensive in area covered or in individuals involved. The "leavening approach"<sup>2</sup> may be used to great advantage.

*4. Institutions attempting improvement in their general education programs should work cooperatively on the problem whenever possible.*

Administrators indicated a preference for techniques which involve the interexchange of ideas among institutions. Literature on general education likewise mentions such practices as being highly desirable. Hence, workshops, cooperative studies, consultants and the like should be used more frequently.

<sup>2</sup>B. Lamar Johnson, "General Education Changes the College," *Bulletin of the Association of American Colleges*, XXIV, (May, 1938), 230.

5. *A study of faculty attitudes on programs of general education should be made in the near future.*

This recommended study could be of the intensive type in which faculty members of a representative sampling of institutions would be studied. The purpose of such a study should be the collection of data comparable to that provided by administrators for this study.

6. *A study of the most effective means of accomplishing improvement in programs of general education should be undertaken.*

In making such a study it is recommended that a group of select institutions, such as those claiming to have functionally organized programs, those claiming to have experimental programs, or those having some other characteristics considered desirable from the standpoint of improvement in general education be made the object of an intensive investigation. The purpose of the study should be the collection of data concerning methods used in developing the programs concerned to the point where they now are.

## APPENDIX A

FOLLOWING is a list of the one hundred twenty-seven member-institutions of the American Association of Teachers Colleges which participated in the study of programs of general education for prospective elementary school teachers.

<i>Institution</i>	<i>Location</i>
State Teachers College	Florence, Alabama
State Teachers College	Jacksonville, Alabama
State Teachers College	Troy, Alabama
Arizona State College	Tempe, Arizona
Henderson State Teachers College	Arkadelphia, Arkansas
Arkansas State Teachers College	Conway, Arkansas
Fresno State College	Fresno, California
San Diego State College	San Diego, California
San Francisco State College	San Francisco, California
Colorado State College of Education	Greeley, Colorado
Western State College	Gunnison, Colorado
Teachers College of Connecticut	New Britain, Connecticut
State Teachers College	New Haven, Connecticut
State Teachers College	Willimantic, Connecticut
Miner Teachers College	Washington, D.C.
Wilson Teachers College	Washington, D.C.
Northern Idaho College of Education	Lewiston, Idaho
Northern Illinois State Teachers College	DeKalb, Illinois
National College of Education	Evanston, Illinois
Western Illinois State Teachers College	Macomb, Illinois
College of Education, Butler University	Indianapolis, Indiana
Ball State Teachers College	Muncie, Indiana
Indiana State Teachers College	Terre Haute, Indiana
Iowa State Teachers College	Cedar Falls, Iowa
Kansas State Teachers College	Emporia, Kansas
Fort Hays Kansas State College	Hays, Kansas
Kansas State Teachers College	Pittsburg, Kansas
College of Education, University of Wichita	Wichita, Kansas
Western Kentucky State Teachers College	Bowling Green, Kentucky
Morehead State Teachers College	Morehead, Kentucky
Murray State Teachers College	Murray, Kentucky
Northwestern State College	Natchitoches, Louisiana
State Teachers College	Towson, Maryland
Teachers College of the City of Boston	Boston, Massachusetts
Wheelock College	Boston, Massachusetts
State Teachers College	Fitchburg, Massachusetts
State Teachers College	Framingham, Massachusetts
State Teachers College	Worcester, Massachusetts
Western Michigan College of Education	Kalamazoo, Michigan
Central Michigan College of Education	Mt. Pleasant, Michigan
Michigan State Normal College	Ypsilanti, Michigan
State Teachers College	Bemidji, Minnesota

<i>Institution</i>	<i>Location</i>
State Teachers College	Duluth, Minnesota
State Teachers College	Moorhead, Minnesota
State Teachers College	St. Cloud, Minnesota
Delta State Teachers College	Cleveland, Mississippi
Southeast Missouri State Teachers College	Cape Girardeau, Missouri
Northeast Missouri State Teachers College	Kirksville, Missouri
Northwest Missouri State Teachers College	Maryville, Missouri
Harris Teachers College	St. Louis, Missouri
Stowe Teachers College	St. Louis, Missouri
Southwest Missouri State Teachers College	Springfield, Missouri
Central Missouri State Teachers College	Warrensburg, Missouri
State Teachers College	Kearney, Nebraska
State Teachers College	Wayne, Nebraska
Plymouth Teachers College	Plymouth, New Hampshire
State Teachers College	Glassboro, New Jersey
State Teachers College	Jersey City, New Jersey
State Teachers College	Newark, New Jersey
State Teachers College	Paterson, New Jersey
State Teachers College	Trenton, New Jersey
New Mexico Highlands University	Las Vegas, New Mexico
State Teachers College	Brockport, New York
State Teachers College	Buffalo, New York
State Teachers College	Cortland, New York
State Teachers College	Fredonia, New York
State Teachers College	Oneonta, New York
State Teachers College	Oswego, New York
State Teachers College	Plattsburgh, New York
State Teachers College	Potsdam, New York
Western Carolina Teachers College	Cullowhee, North Carolina
State Teachers College	Dickinson, North Dakota
State Normal and Industrial School	Ellendale, North Dakota
State Teachers College	Mayville, North Dakota
State Teachers College	Minot, North Dakota
State Teachers College	Valley City, North Dakota
College of Education, University of Akron	Akron, Ohio
College of Education, Ohio University	Athens, Ohio
College of Education, Bowling Green State University	Bowling Green, Ohio
College of Education, Kent State University	Kent, Ohio
College of Education, Wilberforce University	Wilberforce, Ohio
Wilmington College	Wilmington, Ohio
East Central State College	Ada, Oklahoma
Northwestern State College	Alva, Oklahoma
Central State College	Edmond, Oklahoma
Northeastern State College	Tahlequah, Oklahoma
Southwestern Institute of Technology	Weatherford, Oklahoma
Eastern Oregon College of Education	La Grande, Oregon
State Teachers College	Bloomsburg, Pennsylvania
State Teachers College	Clarion, Pennsylvania
State Teachers College	East Stroudsburg, Pennsylvania
State Teachers College	Edinboro, Pennsylvania

<i>Institution</i>	<i>Location</i>
State Teachers College	Indiana, Pennsylvania
State Teachers College	Kutztown, Pennsylvania
State Teachers College	Lock Haven, Pennsylvania
State Teachers College	Mansfield, Pennsylvania
State Teachers College	Millersville, Pennsylvania
State Teachers College	Slippery Rock, Pennsylvania
State Teachers College	West Chester, Pennsylvania
Rhode Island College of Education	Providence, Rhode Island
Northern State Teachers College	Aberdeen, South Dakota
General Beadle State Teachers College	Madison, South Dakota
Southern State Teachers College	Springfield, South Dakota
Middle Tennessee State College	Murfreesboro, Tennessee
George Peabody College for Teachers	Nashville, Tennessee
Sul Ross State Teachers College	Alpine, Texas
East Texas State Teachers College	Commerce, Texas
North Texas State Teachers College	Denton, Texas
Southwest Texas State Teachers College	San Marcos, Texas
State Teachers College	Farmville, Virginia
Madison College	Harrisonburg, Virginia
Western Washington College of Education	Bellingham, Washington
Eastern Washington College of Education	Cheney, Washington
Central Washington College of Education	Ellensburg, Washington
Concord College	Athens, West Virginia
Fairmont State College	Fairmont, West Virginia
Glenville State College	Glenville, West Virginia
Marshall College	Huntington, West Virginia
West Liberty State College	West Liberty, West Virginia
State Teachers College	Eau Claire, Wisconsin
State Teachers College	La Crosse, Wisconsin
State Teachers College	Milwaukee, Wisconsin
Alverno Teachers College	Milwaukee, Wisconsin
State Teachers College	Oshkosh, Wisconsin
State Teachers College	Platteville, Wisconsin
State Teachers College	River Falls, Wisconsin
State Teachers College	Stevens Point, Wisconsin

## APPENDIX B

### AMERICAN ASSOCIATION OF TEACHERS COLLEGES

#### REPORT ON CURRENT PRACTICES AND TRENDS IN THE GENERAL EDUCATION PROGRAMS OF TEACHERS COLLEGES

Date \_\_\_\_\_

Name of Institution \_\_\_\_\_ Location \_\_\_\_\_

Name and position of individual supplying data \_\_\_\_\_

- Directions:
- (1) It is hoped that Presidents of all member institutions will take personal responsibility for supplying the data called for in this report. This means that while they may delegate the job of answering factual questions they will themselves answer all questions involving opinion. Should, however, the whole task be delegated, the name and position of the person whose judgments are reported should be indicated above.
  - (2) Check () appropriate answers and supply other information requested in the spaces provided or indicate that it is supplied on attached pages.
  - (3) Two copies are enclosed—one for a work-sheet and for your files; the other to be returned to President Charles W. Hunt, Oneonta, New York, within 3 weeks after receipt.
  - (4) Where not enough space is provided for satisfactory answers, use supplementary pages and designate such items with the item numbers, e.g., III-B-1-a.
  - (5) It may save time to read the "Outline of the Report" and glance through the entire questionnaire to ascertain its scope before beginning to answer it.

Co-operation: Your prompt co-operation in this matter will make the study more effective and consequently of greater value to the association and its member-institutions.

Use of data: The data will be used in tables that will not identify institutions or individuals although credit will be given to all co-operating institutions.

OUTLINE OF REPORT ON CURRENT PRACTICES AND TRENDS  
IN THE GENERAL EDUCATION PROGRAMS OF  
TEACHERS COLLEGES

I. PURPOSES OF GENERAL EDUCATION IN THE 4-YEAR CURRICULUM FOR  
THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS

II. ORGANIZATION OF THE GENERAL EDUCATION PROGRAM IN THE 4-YEAR  
CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACH-  
ERS

III. COURSES OFFERED IN THE 4-YEAR CURRICULUM FOR THE PREPARATION  
OF ELEMENTARY SCHOOL TEACHERS

- A. Courses specifically required of *all* students enrolled in the 4-year teacher-education curriculum for elementary school teachers
- B. Groups of courses contributing to the general education program and from which a specified amount of work must be chosen by students enrolled in the 4-year teacher-education curriculum for elementary school teachers
- C. Elective courses which are considered to make appreciable contributions to the realization of the purposes of general education and which tend to be chosen by *at least 50%* of the students enrolled in the 4-year teacher-education curriculum for elementary school teachers

IV. CONTEMPORARY INSTITUTIONAL ACTIVITIES IN RELATION TO GENERAL  
EDUCATION

V. EVALUATION OF THE GENERAL EDUCATION PROGRAM

VI. JUDGMENTS RESPECTING FACTORS RELATING TO STAFF, STUDENTS, AND  
OTHER CONDITIONING CIRCUMSTANCES

- A. Factors Relating to Staff
- B. Factors Relating to Students
- C. Factors Relating to Other Conditioning Circumstances

VII. RELEVANT BASIC FACTS

- A. Size of Staff
- B. Student Enrollment
- C. Curricula Offered

VIII. REQUEST FOR ENCLOSURES

I. PURPOSES OF GENERAL EDUCATION IN THE 4-YEAR CURRICULUM FOR THE  
PREPARATION OF ELEMENTARY SCHOOL TEACHERS

Here is a series of statements about the purposes of general education. If you had to choose one among them as descriptive of your program (1) as it is, and (2) as you wish it may in time become, which would you select? Indicate your answers by checking (✓) in each of the appropriate columns.

If you have difficulty deciding in either case indicate the statement that comes closest to being satisfactory by double-checking (✓✓) and then single-check (✓) the other or others by which you have been tempted.

If there is more than one general education program in your institution be sure to do your checking with reference only to that provided for students in the 4-year curriculum for elementary teachers.

Statement of Purposes	Program as It Is	As You Wish It May in Time Become
A. General education is intended for the cultivation of the intellectual virtues. It may or may not in any obvious fashion adjust the student to his environment or fit him for the contemporary scene.		
B. General education should be designed to develop that knowledge and those skills that should be the common possession of educated persons as individuals and as citizens in a free society.		
C. General education should be devoted to helping each individual develop all of his personal powers so that he may learn better to satisfy his own needs and share in caring for the needs of contemporary society.		
D. (If none of the above statements is satisfactory to you with reference to your program either as it is or as you wish it may in time become please make your own statement below and check it according to the instructions above.)		

## II. ORGANIZATION OF THE GENERAL EDUCATION PROGRAM IN THE 4-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS

Here are several series of statements relating, respectively, to (A) the principles of course organization, (B) the location in time of general education elements in the curriculum, and (C) the relations between general education and professional education.

As before, please check (✓) the statement in each group that best describes your program for students in the 4-year curriculum for elementary teachers (1) as it is, and (2) as you wish it may in time become, using the appropriate columns for these purposes. (Again you may, if it seems desirable, double-check (✓✓) the statement that is *most* accurate or acceptable and single-check (✓) any other or others that also apply.)

	Program as It Is	As You Wish It May in Time Become
A. The courses that contribute to the program of general education are (or should be) organized:		
1. Departmentally (i.e., in terms of familiar subject-matter specialties such as English, physics, history, etc.)		
2. Divisionally (i.e., according to broad fields such as the humanities, the natural sciences, and the social sciences.)		
3. Functionally (i.e., in terms of needs areas, cutting across departmental or divisional lines.)		
4. Other (Use if none of the above is satisfactory, explaining below.)		
B. The courses that contribute to the program of general education are (or should be):		
1. Concentrated in the first two college years with professional courses reserved {wholly} [cross out one] {largely} for the last two years.		
2. Spread throughout all four college years, the same being true of professional courses.		
3. Other (Use if none of the above is satisfactory, explaining below.)		
C. The courses that contribute to the program of general education are (or should be):		
1. Conducted without reference to the vocational interests of students: general education should be concerned with living a life, leaving to vocational (professional) education attention to earning a living.		

Program as It Is	As You Wish It May in Time Become
2. Conducted with recognition that vocational interests have a bearing on personal needs and civic responsibilities, hence may be used as a means of motivating the learner provided undue narrowness does not result.	
3. Professionalized (i.e., presented with regular attention to the ways in which their subject matter can be used by the student in his own subsequent teaching career.)	
4. Other (Use if none of the above is satisfactory, explaining below.)	

### III. COURSES OFFERED IN THE 4-YEAR CURRICULUM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS

What does the general education program at your institution actually look like? You can answer that question satisfactorily for the purposes of this questionnaire by reporting in the appropriate spaces below the names of all courses considered to be of general education value that are (A) specifically required of *all* students in the 4-year curriculum for the preparation of elementary school teachers, or (B) predominantly selected from required groups of courses by such students, or (C) freely elected by a majority of students in this curriculum.

Please report all such courses, *giving the exact name of each, the number of credit-hours it bears, and the method of presentation which is used*. Indicate the method of presentation by use of the following code:

A—by a single instructor

B—by a single instructor assisted by resource people

C—by two or more instructors who, however, ordinarily "take the class" at separate times

D—by two or more instructors who ordinarily meet the class together

Indicate by checking (✓) here whether your institution uses *semester-hours* \_\_\_\_\_ or *quarter-hours* \_\_\_\_\_.

A. Courses specifically required of *all* students enrolled in the 4-year teacher-education curriculum for elementary school teachers

1. Primarily for general education purposes

2. Primarily for other ends but considered to make appreciable contributions to the realization of purposes of general education (You may have no entries to make here.)

- B. Groups of courses contributing to the general education program and from which a specified amount of work must be chosen by students enrolled in the 4-year teacher-education curriculum for elementary school teachers

(Space is provided for four possible groups. You may not have that many, in which case use as many spaces as you need—none, possibly. Should you have more than four groups, report others on supplementary page(s) marked III-B-5, etc.)

## 1. Group One

- a. List departments or divisions represented in this particular grouping.

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- b. State the number of credit-hours which must be chosen from among courses acceptable for satisfying credit-hour requirements in this area. \_\_\_\_\_

- c. List in the table below all courses acceptable for satisfying credit-hour requirements in this area which tend to be chosen by *at least 50%* of the students in the 4-year curriculum for elementary school teachers.

## 2. Group Two

- a. List departments or divisions represented in this particular grouping.
- 
- 

- b. State the number of credit-hours which must be chosen from among courses acceptable for satisfying credit-hour requirements in this area. \_\_\_\_\_

- c. List in the table below all courses acceptable for satisfying credit-hour requirements in this area which tend to be chosen by *at least 50%* of the students in the 4-year curriculum for elementary school teachers.

Name of Course	Credit-Hours	Method of Presentation

## 3. Group Three

- a. List departments or divisions represented in this particular grouping.
- 
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- b. State the number of credit-hours which must be chosen from among courses acceptable for satisfying credit-hour requirements in this area. \_\_\_\_\_

- c. List in the table below all courses acceptable for satisfying credit-hour requirements in this area which tend to be chosen by *at least 50%* of the students in the 4-year curriculum for elementary school teachers.

Name of Course	Credit-Hours	Method of Presentation

4. Group Four

- a. List departments or divisions represented in this particular grouping.

\_\_\_\_\_

- b. State the number of credit-hours which must be chosen from among courses acceptable for satisfying credit-hour requirements in this area.

- c. List in the table below all courses acceptable for satisfying credit-hour requirements in this area which tend to be chosen by *at least 50%* of the students in the 4-year curriculum for elementary school teachers.

Name of Course	Credit-Hours	Method of Presentation

Name of Course	Credit-Hours	Method of Presentation

- C. Elective courses which are considered to make appreciable contributions to the realization of the purposes of general education and which tend to be chosen by *at least 50%* of the students enrolled in the 4-year teacher-education curriculum for elementary school teachers

**IV. CONTEMPORARY INSTITUTIONAL ACTIVITIES IN RELATION TO GENERAL EDUCATION**

Please indicate your choice of replies by placing a (✓) mark on the proper line. Add dates when requested and possible.

- A. Has your institution formulated a statement of objectives of general education? Yes \_\_\_\_\_ No \_\_\_\_\_ When? \_\_\_\_\_
- B. Does your institution have any group of students, whether in the 4-year curriculum for the preparation of elementary school teachers or not, for whom a special experimental program in general education is currently being provided? Yes \_\_\_\_\_ No \_\_\_\_\_
- C. Has any specific organized attempt been made recently (within the past 5 years) to improve the general education program in the regular 4-year curriculum which your institution offers for prospective elementary school teachers? Yes \_\_\_\_\_ No \_\_\_\_\_
- D. Has your institution ever co-operated with one or more other institutions in a project aimed at improving general education programs? Yes \_\_\_\_\_ No \_\_\_\_\_ When? \_\_\_\_\_

**V. EVALUATION OF THE GENERAL EDUCATION PROGRAM**

Below is a list of objectives for general education. This list was developed by a representative group of educators and, in most cases, should serve adequately as a basis for evaluation. However, if you wish, you may add to the list in the space provided.

In the case of each objective (including any you may write in) please indicate by placing a (✓) mark in the proper column: (1) whether you personally *accept fully, accept with reservations, or do not accept* the objective as stated; (2) whether the accomplishment of each objective is provided for in your program through a single *specific course, several courses, or organized activity* (when a combination of organized activity and one of the other choices exists, check both); (3) whether you personally feel that the over-all general education program of your institution is *very successful, partially successful, or unsuccessful* in attaining the particular objective concerned; and (4) whether you personally feel that the degree of interest on the part of the faculty of your institution in the phase of general education represented by a particular objective is *great, moderate, slight, or none*.

Objectives	Acceptance of Objectives	Provided For by Means of	Success of Program	Interest of Faculty
	Accept Fully	Accept with Reservations	Do Not Accept	
General Education Should Lead the Student:				
A. To improve and maintain his own health and take his share of responsibility for protecting the health of others				
B. To communicate through his own language in writing and speaking at the level of expression adequate to the needs of educated people				
C. To attain a sound emotional and social adjustment through the enjoyment of a wide range of social relationships and the experience of working co-operatively with others				
D. To think through the problems and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment				
E. To do his part as an active and intelligent citizen in dealing with the interrelated social, economic, and political problems of American life and in solving the problems of postwar international reconstruction				
F. To act in the light of an understanding of the natural phenomena in his environment in its implications for human society and human welfare, to use scientific methods in the solution of his problems, and to employ useful nonverbal methods of thought and communication				

Objectives	Acceptance of Objectives	Provided For by Means of	Success of Program	Interest of Faculty		
				Accept Fully	Accept with Reservations	Do Not Accept
General Education Should Lead the Student:						
G. To find self-expression in literature and to share through literature man's experience and his motivating ideas and ideals				A Specific Course	Several Courses	Organized Activity
H. To find a means of self-expression in music and in the various visual arts and crafts, and to understand and appreciate art and music as reflections both of individual experience and of social patterns and movements				Very Successful	Partially Successful	Unsuccessful
I. To practice clear and integrated thinking about the meaning and value of life				Great	Moderate	Slight
J. To choose a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society				None		
K. Other (Use if the list above seems inadequate to you.)						

#### VI. JUDGMENTS RESPECTING FACTORS RELATING TO STAFF, STUDENTS, AND OTHER CONDITIONING CIRCUMSTANCES

The nature and prospects of a general education program seem likely to be influenced by certain institutional factors relating to staff, students, and other conditioning circumstances. This section of the report has as its purpose the gathering of judgments respecting these matters.

Please indicate your choice of replies by placing a (✓) mark in the proper space supplied for each question.

	Great	Moderate	Slight	None	Situation	Non-Existent
<b>A. Factors Relating to Staff</b>						
1. To what degree are staff members in your institution deterred from constructive work in general education by:						
a. Failure to understand the meaning and purpose of general education						
b. Preoccupation with specialty and with students majoring in the given field						
c. Inability or lack of readiness to teach a broader than "departmental" course						
d. Inability or lack of readiness to work "in harness" with representatives of other specialties						
e. Excessively heavy work-loads						
f. Lack of continued study						
g. Other (Use to specify any significant factors not provided for above.)						
<b>B. Factors Relating to Students</b>						
1. Degree of influence of the presence of non-prospective-teachers in your enrollment on the character of the general education program of the 4-year curriculum for elementary teachers:						
a. Before the war						
b. At present						
c. Five years hence (prediction)						
2. To what degree is the character of the general education program of the 4-year curriculum for elementary teachers affected by:						
a. The presence of students who come by way of transfer from other institutions						

	Great	Moderate	Slight	None	Situation Non-Existent
b. The presence of students who plan or may be expected to withdraw from your institution:					
(1) At the end of one year					
(2) At the end of two years					
(3) At the end of three years					
c. Other (Use to specify any significant factors not provided for above.)					
 <b>Factors Relating to Other Conditioning Circumstances</b>  To what degree is the character of the general education program of the 4-year curriculum for elementary teachers affected by:					
a. Certification laws of the state or states served by your institution					
b. The prerequisite requirements of subject-matter majors and minors					
c. The maintenance of a junior college curriculum in your institution					
d. Fulfillment by your institution of its duties as a multi-purpose regional college					
e. The offering of a teacher-education curriculum of less than 4-year duration					
f. Other (Use to specify any significant factors not provided for above.)					

	Great	Moderate	Slight	None	Situation Non-Existent
2. What is the degree of likelihood that your institution will become a multi-purpose regional college as a result of:					
a. Declining student interest in curricula for teacher-education					
b. Demand in the service area for the development of such a college (Specify nature of demands)					
c. Other (Use to specify any other significant influences.)					
If your institution is already a multi-purpose regional college please indicate by (✓) mark. Yes _____					
3. Of how much value would each of the following techniques or resources be to you in a broad movement aimed at improving general education programs in teacher-education institutions?					
a. Workshops to which various institutions would send representatives					xxx
b. Co-operative studies carried on among several institutions					xxx
c. Annotated bibliographies made available to each institution					xxx
d. An occasional information sheet devoted to the subject of general education programs in institutions for the education of teachers					xxx
e. Help in the identification of consultants or other resource people to assist with the program in your institution					xxx
f. Other (Use to specify other techniques or resources that you think would be helpful.)					xxx

4. What do you consider the most difficult problems at present in providing general education for prospective elementary school teachers?

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5. List any present or emerging factors which you feel will have a favorable effect upon programs of general education provided for prospective elementary school teachers.

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6. List any present or emerging factors which you feel will have an unfavorable effect upon programs of general education provided for prospective elementary school teachers.

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## VII. RELEVANT BASIC FACTS

It may be that patterns of general education and ideas concerning it are influenced by such factors as institutional size, degree of functional complexity, and prospective changes in those respects. With the aid of the data asked for below it should be possible to get some evidence regarding these points.

### A. Size of Staff

1. What was the number of teaching members of your staff during the winter semester or fall quarter of 1946-1947? \_\_\_\_\_
2. How many of these were employed on a part-time basis? \_\_\_\_\_

### B. Student Enrollment

1. What was the *total* enrollment of *full-time* students in your institution for the winter semester or fall quarter of 1946-47? (Do not include extension or correspondence students.) \_\_\_\_\_
2. What is your best guess as to the probable *total* enrollment of *full-time* students in your institution five years hence, i.e., the winter semester or fall quarter of 1951-1952? (Do not include extension or correspondence students.) \_\_\_\_\_

### C. Curricula Offered

**Curricula Offered**  
Please indicate below through appropriate use of (✓) marks and figures  
(1) whether or not each curriculum listed is *now offered* by your institution,  
(2) an estimate of the total number of *graduates in 1946-1947* (including  
summer session graduates, if any) from each curriculum listed, and  
(3) *predictions* as to the relative amount of importance which each curricu-  
lum listed will enjoy in your institution at the end of the next five years  
(in 1951-1952).

Types of Curricula	Now Offered	No. of Graduates in 1946-1947	Predictions of Future Importance				
			Yes	No	Great	Moderate	Slight
1-Year Teacher-Education Curriculum							
2-Year Teacher-Education Curriculum							
2-Year Non-Teacher Curriculum							
3-Year Teacher-Education Curriculum							
3-Year Non-Teacher Curriculum							
4-Year Curriculum for Elementary School Teachers							
4-Year Curriculum for Secondary School Teachers							
4-Year Non-Teacher Curriculum in the Liberal Arts							
1-Year Graduate Curriculum in Education							
1-Year Non-Education Graduate Curriculum							
Other (Specify)							

VIII. REQUEST FOR ENCLOSURES

A. Many points in question will be greatly clarified if a catalog from your institution is available for consultation while the data provided by this re-

port are being tabulated and analyzed. Therefore, a copy of your current catalog, enclosed with the report, will be appreciated.

- B. Please also enclose any other printed or mimeographed material, such as statements of aims or objectives of the general education program, which you feel will assist in pointing out and clarifying important factors concerning the general education program of your institution.

## SELECTED ANNOTATED BIBLIOGRAPHY

### *Books*

American Council on Education. *A Design for General Education*. Washington: American Council on Education, 1944. Pp. 186.

This book is the report of a committee which was appointed for the purpose of drawing up a design for general education which would serve as a guide to the organization of educational activities in the armed forces by incorporating widely recognized developments in general education found in educational institutions. One of its greatest contributions is the list of objectives of general education found on pages 14 and 15.

Armstrong, W. Earl, Hollis, Ernest V., and Davis, Helen E. *The College and Teacher Education*. Washington: American Council on Education, 1944. Pp. 311.

Although statements on general education are made at various points throughout the book, chapter III, pages 59 through 95, offers the most valuable contribution in this field. Besides discussing problems involved in improving general education in teachers colleges, it cites cases in which institutional experimentation in this area was carried on.

Axtelle, George E. and Wattenberg, William W. (eds.). *Teachers for Democracy*. New York: D. Appleton-Century Company, 1940. Pp. 412.

A number of prominent educators collaborated in the writing of this book. Chapter VIII by Donald P. Cottrell is the most valuable section from the standpoint of general education. It considers needs of teachers, approaches in program building, and the evaluation of general education programs.

Beesley, Patricia. *The Revival of the Humanities in American Education*. New York: Columbia University Press, 1940. Pp. 201.

Although there is a tendency throughout the book to deal with phases of the problem of general education, chapter III, pages 72 through 128 is the most valuable portion of the work in that respect. Here the importance of the humanities in the over-all program of general education is emphasized.

Benezet, Louis Tomlinson. *General Education in the Progressive College*. New York: Bureau of Publications, Teachers College, Columbia University, 1943. Pp. 190.

In addition to its background presentation of general education in the American college this book goes on to describe programs

in three progressive colleges, Sarah Lawrence, Bennington, and Bard. The value of this contribution in the area of general education is unquestionable.

Bennett, M. E. *College and Life*. Third Edition. New York: McGraw-Hill Book Company, Inc., 1946. Pp. 530.

General education is not a principal topic for discussion in this book. In fact, very little space is allotted to that specific subject. Yet in considering the college in its relationship to life many implications for programs of general education are presented.

Boucher, Chauncey Samuel and Brumbaugh, A. J. *The Chicago College Plan*. Chicago: The University of Chicago Press, 1940. Pp. 413.

This book carefully describes the program of general education at Chicago College, and in tracing the development of this program it sets forth the basic-fields-of-knowledge approach to general education.

Butts, R. Freeman. *The College Charts Its Course*. New York: McGraw-Hill Book Company, Inc., 1939. Pp. 464.

The scope of this book is so broad as to make only parts of it directly valuable in a study of general education. Nevertheless, it provides a considerable amount of background material in its earlier chapters and a good discussion of more recent views in its last two chapters.

Cantor, Nathaniel. *Dynamics of Learning*. Buffalo: Foster and Stewart, 1946. Pp. 282.

This exciting clinical picture of education at the college level makes its contribution to general education through the challenge which it is certain to provide for all college teachers.

Commission on Teacher Education. *Teachers for Our Times*. Washington: American Council on Education, 1944. Pp. 178.

General education, as such, is not discussed in this book. Yet many suggestions concerning programs of general education are indirectly implied while listing and discussing qualities essential in good teachers.

Commission on Teacher Education. *The Improvement of Teacher Education*. Washington: American Council on Education, 1946. Pp. 283.

The account of experiences of the Commission on Teacher Education in its efforts to improve teacher education offers much practical information which will be of great value to those who may plan to participate in any attempt to study or revise programs. General education and problems pertaining to it are discussed, and a list of the commission's judgments respecting general education for teachers is given.

Cooper, Russell M. *Better Colleges—Better Teachers*. Published by the North Central Association of Colleges and Secondary Schools Committee on the Preparation of High School Teachers in Colleges of Liberal Arts. Distributed by The Macmillan Company, New York, 1944. Pp. 167.

This study is concerned with the responsibility of liberal arts colleges in preparing secondary school teachers. Many of the matters dealt with here are important in a study of general education. In fact, pages 38 through 48 specifically treat general education.

Donham, Wallace Brett. *Education for Responsible Living*. Cambridge: Harvard University Press, 1944. Pp. 309.

Here is an excellent treatment of problems involved in the provision of a sound general education program at the college level. Special attention is given to the preparation of college teachers. The chief concern is with liberal arts colleges, but many points apply equally as well to teachers colleges.

Eckert, Ruth E. *Outcomes of General Education: An Appraisal of the General College Program*. Minneapolis: The University of Minnesota Press, 1943. Pp. 210.

Although the entire book deals with general education and describes clearly the program of the General College of the University of Minnesota, the section most useful to this study is chapter III, pages 28 through 45 where a list of objectives as well as an account of the steps taken in their formulation is given.

Eells, Walter C. *Surveys of American Higher Education*. New York: The Carnegie Foundation for the Advancement of Teaching, 1937. Pp. 538.

In this book are listed various types of surveys of higher education which have been taken in the United States. Some surveys which deal either directly or indirectly with general education are to be found under the heading "Curriculum" in the section on teachers colleges.

Evenden, E. S. *National Survey of the Education of Teachers*. Vol. VI. *Summary and Interpretation*. Washington: United States Government Printing Office, 1935. Pp. 253.

In summarizing and interpreting the findings of the national survey which was begun in 1930, this book presents many pertinent facts concerning the education of teachers. It also gives due consideration to the problem of balancing general and professional education.

Evenden, E. S. and Butts, R. Freeman (eds.). *Columbia University Co-operative Program for the Pre-Service Education of Teachers*. New York: Bureau of Publications, Teachers College, Columbia University, 1942. Pp. 120.

This description of the cooperative teacher education program involving Barnard College, Columbia College, and Teachers College offers many valuable ideas for the combining of general with professional education to the benefit of the prospective teacher. Chapter II, pages 18 through 35 on "Objectives of A Program for the Education of Teachers," offers some important implications for programs of general education.

Fine, Benjamin. *Democratic Education*. New York: Thomas Y. Crowell Company, 1945. Pp. 251.

Although general education, as such, is not the principal topic, it is treated at various points throughout the book. In addition, the thought-provoking discussion of democratic education here presented tends to provide in the mind of the reader a background for a more intensive study of general education.

Gideonse, Harry D. *The Higher Learning in a Democracy*. New York: Farrar and Rinehart, 1937. Pp. 34.

This book represents one of the earlier replies to Dr. Hutchins and the type of educational program which he advocates.

Gray, William S. (ed.). *General Education: Its Nature, Scope, and Essential Elements*. Chicago: The University of Chicago Press, 1934. Pp. 188.

Here is presented a rather comprehensive treatment of the subject of general education. The viewpoints of a number of authorities are given.

Gray, William S. (ed.). *The Preparation and In-Service Training of College Teachers*. (Proceedings of the Institute for Administrative Officers of Higher Institutions, 1938.) Chicago: The University of Chicago Press, 1938. Pp. 230.

The scope of this book is too broad to be of great value to a study of general education. Yet it treats the subject in a few places and provides some ideas which are too valuable to be overlooked.

Heaton, Kenneth L. and Koopman, G. Robert. *A College Curriculum Based on Functional Needs of Students*. Chicago: The University of Chicago Press, 1936. Pp. 157.

This book describes an experiment in curriculum construction which was carried on as a joint project of the Michigan State Department of Public Instruction and the faculty of Central State Teachers College in Mount Pleasant, Michigan. Since individual needs of students were carefully explored, the findings shed considerable light upon that phase of the problem in general education and in college instruction at large.

Henderson, Algo D. *Vitalizing Liberal Education*. New York: Harper and Brothers, 1944. Pp. 202.

Stimulating criticisms of general education as currently provided plus suggestions for improvement make this book both interesting and informative. Many excellent ideas concerning general education are set forth.

Henderson, Algo D., and Hall, Dorothy. *Antioch College: Its Design for General Education*. New York: Harper and Brothers, 1946. Pp. 280.

This book presents in a clear and readable manner the Antioch plan for providing liberal education.

Hutchins, Robert M. *Education for Freedom*. Baton Rouge, Louisiana: State University Press, 1943. Pp. 108.

In this book the "great books" approach to general education is set forth and defended.

Hutchins, Robert Maynard. *The Higher Learning in America*. New Haven: Yale University Press, 1936. Pp. 119.

The most important portion of the book, in terms of this study, is chapter III, pages 59 through 87. Here general education at the college level is discussed and the mental discipline approach is set forth.

Johnson, Roy Ivan. *Explorations In General Education*. New York: Harper and Brothers, 1947. Pp. 262.

An interesting account of the experiences of Stephens College in developing a functional college curriculum for women is presented in this book. It offers a considerable amount of material which is valuable in a study of general education.

Johnson, B. Lamar. *What About Survey Courses?* New York: Henry Holt and Company, 1937. Pp. 377.

This complete discussion of survey courses will tend to enlighten those who are not already acquainted with that method of presenting subject-matter in general education.

Jones, Barbara. *Bennington College: The Development of an Educational Idea*. New York: Harper and Brothers, 1946. Pp. 223.

A description of the student-needs approach to general education is provided by tracing the development of the Bennington plan.

Jones, Howard Mumford. *Education and World Tragedy*. Cambridge: Harvard University Press, 1946. Pp. 178.

The need for general education is forcefully set forth in this book. Perhaps one of its greatest contributions is a suggested plan for

preparing college teachers who can satisfactorily teach general education courses.

Kelly, Frederick J. *The American Arts College*. New York: The Macmillan Company, 1925. Pp. 198.

The survey reported in this book is of a selected group of colleges throughout the nation. The fact that curricula and methods of teaching were dealt with makes the work of value in a study of general education.

Learned, William L. and Wood, Ben D. *The Student and His Knowledge*. New York: Carnegie Foundation for the Advancement of Teaching, 1938. Pp. 406.

This book reports on an investigation in which comprehensive objective knowledge tests were used as a basis for measuring outcomes of general education. It tends to point out some of the problems which arise when evaluation of general education programs is attempted.

Pace, C. Robert. *They Went to College*. Minneapolis: The University of Minnesota Press, 1941. Pp. 148.

Here is given an account of an attempt at evaluating general education through an inspection of its product—the alumni. This study is valuable because of the possibilities which it presents in a very important phase of the general education program—evaluation.

Peterson, Houston (ed.). *Great Teachers*. New Brunswick, New Jersey: Rutgers University Press, 1946. Pp. 229.

The inspiration which this treatment of the methods and influence of twelve outstanding college professors offers college teachers is, in itself, a potential contribution to programs of general education.

Prall, Charles E. *State Programs for the Improvement of Teacher Education*. Washington: American Council on Education, 1946. Pp. 379.

Although the emphasis is so predominantly centered upon statewide programs for improvement of education as to limit the book's value so far as treatment of specific problems of general education is concerned, it offers guidance to those interested in an inter-institutional approach. One entire part, pages 81 through 186, is devoted to a discussion of "The General Education of Teachers."

Randolph, Edgar Dunnington. *The Professional Treatment of Subject Matter*. Baltimore: Warwick and York, Inc., 1924. Pp. 202.

Despite the age of this book, its presentation of the professionalized subject-matter approach to general education for teachers is unexcelled.

Robinson, James Harvey. *The Humanizing of Knowledge*. New York: George H. Doran Company, 1926. Pp. 93.

In this book are presented many of the problems which are at present causing the greatest difficulty to those who would improve general education. The author points out that "humanizing of knowledge" is the way to solve these problems.

Russell, John Dale (ed.). *New Frontiers in Collegiate Instruction*. Chicago: The University of Chicago Press, 1941. Pp. 248.

Material of value in a study of general education may be found throughout this entire book, which is composed of the proceedings of the Institute for Administrative Officers of Higher Institutions, 1941. The greatest contribution to such a study, however, is offered in chapters one, two, and three, where the principal approaches to general education are treated.

Sexson, John A. and Harbeson, John W. *The New American College*. New York: Harper and Brothers, 1946. Pp. 312.

Numerous suggestions for the improvement of general education are offered in this book, and, though they are not aimed at teacher educating institutions, many apply.

*Thirty-Eighth Yearbook of the National Society for the Study of Education*, Part II, *General Education in the American College*. Bloomington: Public School Publishing Co., 1939. Pp. 382.

Although general education is the topic of discussion throughout the entire book and much insight can be gained by reading other portions, there is one section which deals specifically with teacher education. This is chapter XII, "General Education and Teacher Education" by Karl W. Bigelow, pages 257 through 275.

Trout, David M. (ed.). *The Education of Teachers*. (Outcomes of the Michigan Cooperative Teacher Education Study.) Lansing: The Michigan Cooperative Teacher Education Study, 1943. Pp. 200.

This book furnishes an account of the work done in the Michigan Cooperative Teacher Education Study. It includes the contributions of a number of authors. Chapter III by Rupert Koeninger is the section devoted to general education. Some helpful suggestions are offered, and the four proposed means of improving general education for teachers in Michigan will likely be found to be equally applicable in other states.

Troyer, Maurice E. and Pace, C. Robert. *Evaluation in Teacher Education*. Washington: American Council on Education, 1944. Pp. 368.

Here is a most valuable source of information concerning general education for teachers. This is true largely because it is concerned with evaluation of educational practices. Chapter IV, pages 95

through 134, deals specifically with general education; but much useful material on the subject appears in other chapters as well.

Van Doren, M. *Liberal Education*. New York: Holt, 1943. Pp. 186.

The great books approach to general education is clearly presented in this book, and the virtues of that approach are set forth.

Watson, Goodwin, Cottrell, Donald P., and Lloyd-Jones, Esther M. *Redirecting Teacher Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1938. Pp. 105.

Besides chapter VI, which deals directly with the problems of providing general education for teachers, there are various places throughout the entire book where this subject is presented in its relationship to other phases of teacher education.

Wilkins, Ernest Hatch. *The College and Society*. New York: The Century Co., 1932. Pp. 173.

General education is the principal topic of discussion in this book. The greater amount of space, up to page 141, is devoted to the discussion of general education needs of students in the non-professional group, while the remaining pages are given over to a like consideration in the case of students in the professional group.

Wilson, Logan. *The Academic Man*. New York: Oxford University Press, 1942. Pp. 248.

The value of this book lies in its careful treatment of the personnel problems of the academic profession. There are, in this work, many implications for the preparation of college teachers and the improvement of college teaching.

#### *Reports*

Committee on Plans. *A College Program in Action*. New York: Columbia University Press, 1946. Pp. 175.

This book presents the program at Columbia College and gives special attention to the orientation courses used as a part of the general education program there.

*Report of a Committee Appointed to Consider a Proposal for an Enlarged Program of Work in the Field of General Education at Teachers College*. New York: Teachers College, Columbia University, 1938. Pp. 59. (Mimeo graphed)

Because of its concise and practical treatment of the subject, this report is of value in a study of general education.

Report of the Harvard Committee. *General Education in a Free Society*. Cambridge: Harvard University Press, 1945. Pp. 267.

This report treats general education and its many related problems

in a thorough and concise manner and proposes a pattern of courses for the program in Harvard College.

"The General Education of Teachers," A Report of the Teacher Education Conference Held at Western Kentucky State Teachers College, Bowling Green, September 8-12, 1942. *The Kentucky State Board of Education, Educational Bulletin*, Vol. IX (February, 1942). Pp. 1019-1079.

Besides presenting some valuable viewpoints on general education for teachers, this report shows how the teacher educating institutions of one state attacked the problem on a statewide basis, and it thus provides a pattern for such action.

#### Articles

"A Plan of Evaluation for Bennington College," *Journal of Educational Research*, XXXIV (April, 1941), 633-634.

The plan of evaluation for Bennington College is given here in a very brief article. The purpose is evaluation of the whole college program, but most of the techniques used could also be applied in an evaluation of general education in a professional college.

Bartky, John A., and Wattenberg, William W. "Community Studies in General Education," *The Harvard Educational Review*, XII (October, 1942), 396-404.

This interesting account of community studies carried on at Chicago Teachers College offers some important implications for programs of general education.

Biddle, William Wishart. "General Education in a Tragic Era," *The Journal of Higher Education*, XVI (October, 1945), 374-377.

Here much of the emphasis is placed on guidance, with strong reliance upon the religious approach.

Bigelow, Karl W. "How About General Education for Teachers?" *The Journal of General Education*, I (January, 1947), 99-106.

The importance of general education for teachers is stressed in this article. Emphasis is placed on the fact that problems and prospects of general education in institutions specializing in the preparation of teachers are much the same as those in institutions claiming other specialties.

Bigelow, Karl W. "The Improvement of Teacher Education," The American Association of Teachers College, *Twenty-Fifth Yearbook*, 1946, pp. 23-32.

Since the scope of this article is rather broad, it does not devote a great deal of space to the discussion of general education. Yet that subject is treated both directly and indirectly.

Bigelow, Karl W., et. al. "The Special Education in College of Potential High School Teachers," *Teachers College Record*, XLVIII (January, 1947), 239-259.

This article deals with the educating of high school teachers and points out the various responsibilities of colleges engaged in this service. The need for general education is stressed throughout.

Black, Max. "What is General Education?" *The Journal of Higher Education*, XV (March, 1944), 117-121.

The widespread differences of opinion existent among educators concerning general education is pointed up in this article by the asking of questions. Although these questions are not answered, they may serve to clarify the thinking of the reader.

Buck, Paul H. "The Role of General Education in School and College," *The Educational Record*, XXVIII (January, 1947), 112-125.

In this article the author points out the need for balance between conviction and criticism in our society and the role of general education in promoting such balance. He also stresses the necessity of common aims of general education in colleges regardless of their specialty.

Butts, R. Freeman. "A Liberal Education for Our Time," *Teachers College Record*, XLII (May, 1941), 680-690.

The chief concern in this article is with pointing out the type of general education which is needed in our democratic society. Some valuable suggestions are offered.

Carmichael, O. C. "Liberal Arts versus General Education," *The Southern Association Quarterly*, V (May, 1941), 251-257.

An attempt is made to distinguish between liberal arts and general education. The case of the former is defended. This discussion sheds light on some of the present quarrels over general education.

Charters, W. W. "Patterns of Courses in General Education," *The Journal of General Education*, I (October, 1946), 58-63.

The chief value of this article lies in its very comprehensive treatment of current major patterns of curricula in general education as found in American schools and colleges.

"Colgate's Plan," *Higher Education*, II (September 1, 1945), 8-9.

This editorial gives a very brief description of Colgate's revised plan of education, points out its stress on integration and emphasizes its support of the belief that a four-year program of general education is to be preferred.

Cooper, Russell M. "The Requisites of General Education," *American Journal of Physics*, XIV (November-December, 1946), 387-390.

A list of twelve requisites of general education are given and the responsibility of the physical scientists in regard to these requisites are pointed out. This interesting discussion of general education offers many suggestions for departmental cooperation.

Cottrell, Donald P. "The University and General Education," *The Social Frontier*, V (October, 1938), 9-15.

Although the emphasis is more specifically on the role of the university, the chief phases of the over-all problem of providing general education are dealt with in such a manner as to throw considerable light on the subject.

Cushman, C. Leslie, et. al. "General Education and College Preparation," *Teachers College Record*, XLVIII (January, 1947), 225-238.

Major emphasis is placed on the high school, but the section on character and purpose of general education is sufficiently broad to include implications for all educational levels.

"Dartmouth Revises Its Curriculum," *Higher Education*, II (April 1, 1946), 6-7.

The Dartmouth plan for general education is briefly described here. Some phases of this plan, such as the senior-year course in "Great Issues," might prove to be useful in teachers colleges.

Eckelberry, R. H. "General Education at Harvard," *The Journal of Higher Education*, XIV (October, 1943), 391-392.

The article discusses the work planned for the Harvard Committee on Objectives of a General Education in a Free Society. Some wishes concerning this work are expressed, and along with these wishes are presented some ideas worth noting in a study of general education.

Einolf, William L. "The Content and Significance of General Education in the Business Teacher Education Curriculum," *National Association of Business Teacher-Training Institutions*, Bulletin No. 22 (May, 1941), 17-27.

Attention is centered on general education for business teachers, but the author is successful throughout the article in relating this phase of teacher education to the over-all program.

Eurich, Alvin C. "Evaluation of General Education in Colleges," *Journal of Educational Research*, XXXV (March, 1942), 502-516.

In this article a number of more common approaches to evaluation of the general education program are set forth and each is discussed at some length. It is sure to be of value in a study of general education.

Eurich, Alvin C. "General Education in the American College," *School and Society*, L (September 30, 1939), 417-421.

The clear comprehensive background of the general education movement as given in this article would be a sufficient contribution to make it valuable, but it goes even farther by pointing out and discussing principal schools of thought on the subject.

Eurich, Alvin C. "Some General Implications for General Education," *California Journal of Secondary Education*, XVI (March, 1941), 149-152.

This article provides good background material for a study of general education.

Franzen, Carl G. F., and Noyer, Ralph. "General Education Programs for Teachers," *The Journal of Higher Education*, XV (December, 1944), 489-490.

The provision of general education for secondary school teachers in the state of Indiana is the principal concern of this article. Portions of the discussion are found to be applicable to the problem in general.

Goetsch, Walter R. "Some Thought on General Education," *Educational Administration and Supervision*, XXXII (February, 1946), 65-73.

The practice of spreading the general education program throughout all four years of undergraduate college work is strongly defended in this article.

Grey, Lennox, and Shoemaker, Francis. "General Education in Relation to Vocational-Technical Education in the New York State Institutes of Applied Arts and Sciences." *A Guide for Institute Staffs in the Development of Programs*. Albany, New York: Institute Curriculum Research, State Education Department, 1946. Pp. 87. (Mimeo graphed)

In setting forth recommendations for general education in the institutes, this guide provides a considerable amount of material which is of value in any study of general education.

Griffith, Coleman R. "A Comment on General Education," *The Journal of Higher Education*, X (June, 1939), 291-295.

This article points out necessary items in a formula for general education. The ideas expressed are not revolutionary, but they are interestingly presented.

Griffith, Coleman R. "The Administration of General Education," *The Journal of General Education*, I (January, 1947), 151-155.

Some of the chief problems resulting from the administration of a general education program are discussed in this article. The horizontal organization of both subject matter and personnel is recommended.

Havighurst, Robert J. "Emotional Outcomes of General Education," *The Journal of General Education*, I (October, 1946), 39-44.

The two basic processes of general education, as set forth in this article, are knowing and loving, intellectual activities and emotional activities. The necessity for allying the two is made clear, and the emotional outcomes of general education are given. Both content and presentation of the article are excellent.

Heil, Louis M. "A Workshop Proposal for Continuous General Education at the College Level," *The Educational Record*, XXIII (April, 1942), 261-270.

While placing special emphasis upon integration of subject matter, this article presents a challenging proposal to the effect that general education be provided for by way of a workshop in which present day problems are discussed and acted upon by the students.

Hewlett, James H. "General Education in the Liberal-Arts Colleges," *School and Society*, LVI (October 14, 1942), 386-387.

Here is a very brief account of the core curriculum in general education as adopted by Centre College. Three objectives of general education in that institution and an interpretation of its curriculum are given.

Johnson, B. Lamar. "General Education Changes the College," *Bulletin of the Association of American Colleges*, XXIV (May, 1938), 229-234.

The development of general education programs is dealt with and special emphasis is placed on the student-needs approach.

MacLean, Malcolm S. "General Education and the General College," *The Southern Association Quarterly*, V (May, 1941), 242-250.

This article provides good background reading for a study of general education in that it sets forth the commonly used approaches to general education, deals with curriculum formulation, and considers means of evaluation.

May, Mark A., et. al. "General Education in the United States: A Panel Discussion," *The Educational Record*, XX (July, 1939), 437-452. The panel discussion which is reported in this article presents a wide range of viewpoints on the meaning and purposes of general education. It should assist in broadening the reader's understanding of the issue.

McConnell, T. R. "Problems Involved in Developing a Program of General Education," *The Educational Record*, XXVIII (January, 1947), 126-142.

This article deals with the problem of bringing the past and present

together in a type of general education which will be of the greatest value to the individual. Several courses in general education at the University of Minnesota are cited and discussed.

McDowell, Tremaine. "General Education and College English," *College English*, VII (March, 1946), 351-357.

The place of English in the general education program is given special consideration in this article.

McGrath, Earl J. "A Bibliography in General Education," *The Educational Record*, XXI (January, 1940), 96-118.

As is indicated by its title, this article presents a bibliography of general education including 421 selections. These are arranged alphabetically under each of the following headings: I. General Readings, II. Issues Involved, III. The Content of General Education, IV. Instructional Methodology, V. The Psychological Basis, VI. Evaluating the Results, VII. Student Personnel Problems, VIII. The Organization of General Education, IX. Experiments in General Education, X. General Education for the Professions.

McGrath, Earl J. "Factors Influencing the Development of General Education," *Association of American Colleges Bulletin*, XXXI (December, 1945), 566-586.

Here is an excellent presentation of background material for a study of general education. It points out many of the factors which have affected the development of general education in higher educational institutions of the United States.

McGrath, Earl J. "The General Education Movement," *The Journal of General Education*, I (October, 1946), 3-8.

In discussing the present general education movement, this article first attempts to explain what general education is and then points out the characteristics of this movement.

McGrath, Earl J. "The Purposes of General Education," *Journal of the American Association of Collegiate Registrars*, XXI (January, 1946), 157-167.

The purposes of general education are discussed in this article. Emphasis is placed upon the desirability of producing informed, thoughtful individuals who possess a good code of morals.

Pace, C. Robert. "Evaluating the Outcomes of General Education," *The Journal of General Education*, I (January, 1947), 125-130.

Means of evaluating general education programs are discussed, and several experiments in such evaluation are cited.

Potthoff, Edward F. "General Education and the Problems of Life," *The Journal of Higher Education*, XVII (October, 1946), 369-374.

In this article general education is discussed in the light of its value to the individual, and means of making it more practical are considered.

Robinson, Edgar Eugene. "General Education in Peace and in War," *The Educational Record*, XXII (October, 1941), 561-565.

This is a discussion of general education from the point of view of a subject matter specialist. Ideas are well presented and defended.

Ryan, W. Carson. "General Education of the Teacher," *Teacher Education Journal*, I (September, 1939), 97-99.

A good over-view of the type of general education which teachers need is provided in this article.

Scroggs, Schiller. "Some Factors in General Education," *The Journal of Higher Education*, X (March, 1939), 147-152.

Here the author treats in a rather general manner the changes which he considers necessary in programs of general education in American colleges.

Smith, Mary Phlegar. "More General Education for Teachers," *Virginia Journal of Education*, XL (November, 1946), 120-122 and 147.

This is an exceptionally good treatment of the subject of general education for teachers. It not only states the problems but also offers some sound suggestions for solving them.

Smith, Maxwell A. "General Education and the Core Curriculum," *The Southern Association Quarterly*, X (November, 1946), 512-524.

Besides discussing the problems involved in providing for general education, this article offers stimulating reading by presenting an account of a core curriculum in general education which is now in action at the University of Chattanooga.

Stiles, Lindley J. "Pre-Service Education of High-School Teachers in Universities," *The School Review*, LIV (March, 1946), 162-165.

Attention in this case is given to the over-all pre-service program of education for high school teachers. General education is discussed only in its relationship to this broad program.

Stiles, Lindley J. "Teacher Education: An All-University Function," *School and Society*, LXII (October 6, 1945).

This article presents a strong defense of the position that all contributing departments of a college should cooperate with the department of education in preparing teachers. The ideas set forth here offer many implications for general education programs.

Thayer, V. T. "Current Trends in the Development of General Education," *The Educational Record*, XX (July, 1939), 373-394.

Here is a brief outline of the three major trends in general education. A clear picture is presented of problems faced by institutions of higher learning in providing programs of general education.

Walker, Katherine L. "A Conference on General Education," *California Journal of Secondary Education*, XXI (February, 1946), 102-116.

This article gives summaries of the books, *A Design for General Education* and *General Education in a Free Society*; a presentation of the Yale plan; and a number of suggestions for improvement in general education programs of colleges and secondary schools of California.

Wilkins, William D. "A General College at Work," *The Journal of Higher Education*, XI (April, 1940), 209-212.

This discussion of objectives of the General College of St. Louis University, along with a brief description of its courses, offers some useful implications for all general education programs.













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